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ABSTRACT

Well-trained driver license examiner supervisors are necessary in professionalizing the driver licensing system. They should have the highest competence in the management of all technical aspects of the driver training system in their states, gained through formalized pre-service and in-service training. This Instructor's Lesson Plans book contains guidelines on program presentations and a complete set of five lesson plans as part of a systematized training program. Appendixes discuss methods of making instruction more effective, evaluations, several case studies, and teaching techniques. (For related Course Guide, see CE000342.) (MS)

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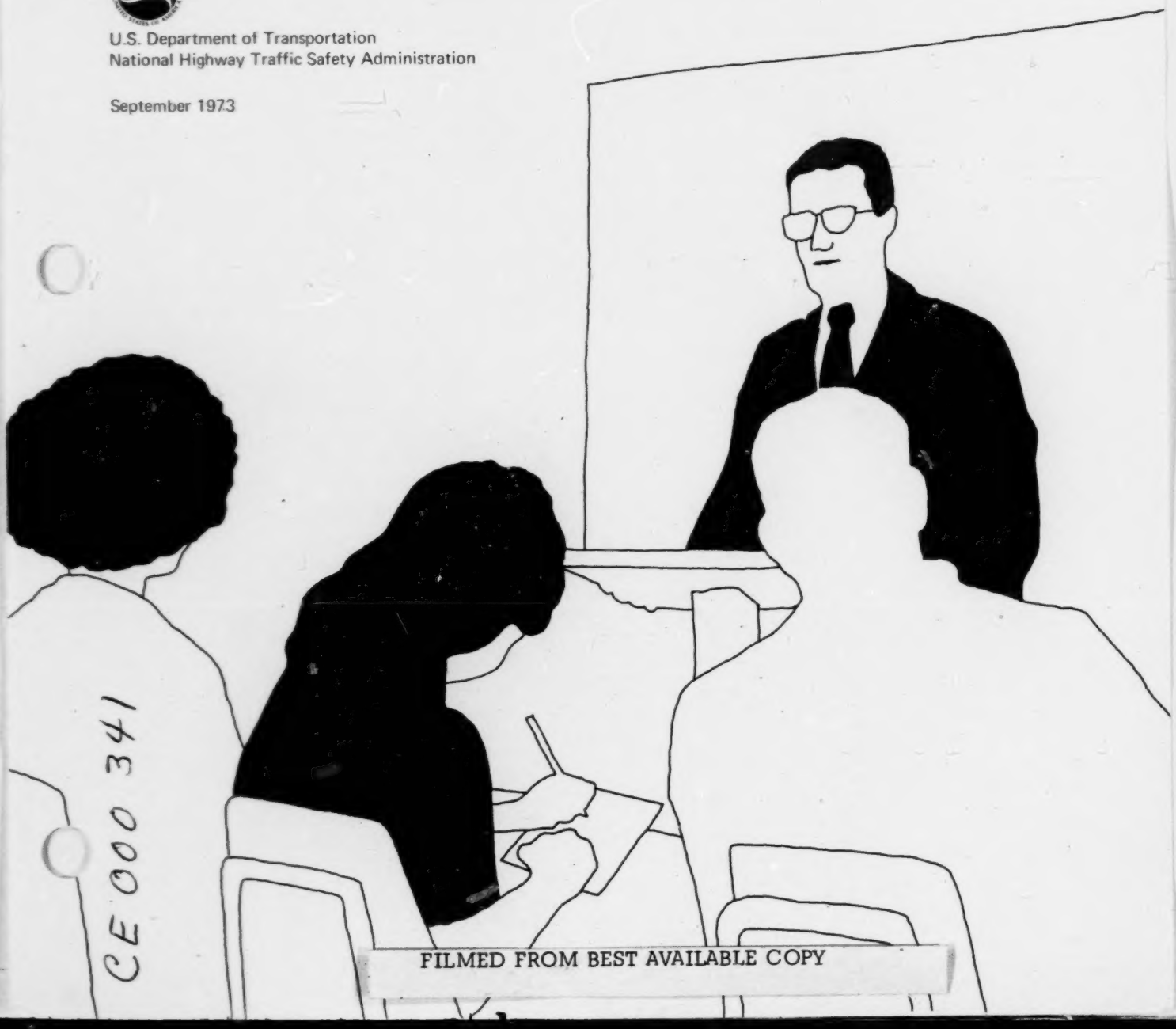
basic training program
driver license examiner supervisors
instructor's lesson plans

U.S. Department of Transportation
National Highway Traffic Safety Administration

September 1973



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U.S. Department of Transportation
National Highway Traffic Safety Administration
Washington, D.C. 20590

September 1973

FOREWORD

The pivotal component in our country's highway traffic safety programs is driver licensing, one of sixteen safety Standards under the Highway Safety Act of 1966 and an additional two issued in the second quarter of calendar year 1972. Driver licensing programs administered by individual states affect nearly every individual in our society. The position of the driver license examiner supervisor within the driver licensing system is a critical bridge between upper administrative level personnel and the driver license examiners.

Well-trained professionalized driver license examiner supervisors are necessary to fulfill the role of "middle management" in professionalizing the driver licensing system. As with any complex occupation with professional status, pre-entrance, in-service, and refresher training is mandatory. Driver license examiner supervisors of necessity should have the highest competence in the management of all technical aspects of the driver licensing system in a particular state. Formalized pre-service and in-service training are necessary to keep abreast of and upgrade competencies needed by supervisors to function as an integral part of the driver licensing system. This formalized training is the problem at which this course is aimed.

Under the provisions of the Highway Safety Act of 1966, the National Highway Traffic Safety Administration (then the National Highway Safety Bureau) promulgated "Highway Safety Program Standard No. 5 - Driver Licensing" (1967). The Standard was followed by the "Highway Safety Program Manual - Volume 5, Driver Licensing" (1969) which provided guidance to preferred highway safety practices. The Standard and Manual clearly indicated the need for adequately trained personnel to perform the driver license examining function if the aims of driver licensing and the goals of the 1966 Act are to be attained. A Basic Training Program for Driver License Examiners (1971) partially meets this need. A standardized nucleus curriculum, Training Driver License Examiner Supervisors, will contribute to the efficiency of of licensing procedures and to increased safety on our nation's highways.

This systematized program consists of the following basic materials: (1) the Course Guide which gives an overview of the total program, including instructor and resource requirements; (2) the Instructor's Lesson Plans which contains guidelines on program presentations and a complete set of lesson plans; (3) the Trainee Study Guide which is intended to act as a program compendium to aid the trainee in successfully completing the program; and (4) Concepts and Recommendations, a final report which documents the detailed development of the program, discussing problems which were encountered and making recommendations concerning driver license examiner supervisor training.

The problem of supervising driver license examiners in the field and managing driver licensing programs will become more complex in the future. It is hoped that with the development of more structured educationally designed training programs within the states, more efficient operation of driver licensing systems will evolve as a result of more effective supervision. Furthermore, uniform supervisory training within a state's boundaries can contribute to a more effective driver licensing system.

INTRODUCTION

This training package is organized to allow your state to provide an intensive, one-week training program for driver license examiner supervisors. This volume, the INSTRUCTOR'S LESSON PLANS, is one part of a total program. There is also the COURSE GUIDE, an overview of the total program, the TRAINEE STUDY GUIDE, and CONCEPTS AND RECOMMENDATIONS, a final report documenting development of the program, including problems encountered and recommendations.

As you read the plans, some of the material will seem elementary to you, particularly if you have been involved in training for some time. This detail was considered necessary for the person who might not have extensive experience in training.

In addition, you will no doubt observe that some activities and ideas are repeated. This course is designed with a modular format. That is, you can pull out any single lesson and use it in a short in-service workshop. To achieve this design, it was necessary to repeat certain items under different lesson topics.

Finally, you will find that not every lesson topic will apply to your agency. Since states vary in their policies and procedures, the plans were developed which could be used in every state. You are urged to be selective in what you use as it must be realistic for your trainees.

Before you begin studying the lesson plans, please take time to read the section on instructor preparation. The success of the training program hinges on your ability to present a well-organized lesson.

Once you feel you understand this part, begin studying the course structure. This section outlines the organization of the program and explains the roles of the personnel involved. When you understand both parts, you will be ready to begin the important task of planning your lessons.

EXECUTIVE ORGANIZATION

The Training Program was prepared by the
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All documents of this program were prepared by John T. Pendleton and C. Duane Patton.

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The goals of this project would not have been attained, and a credible product developed, if it were not for the valuable contributions of many individuals and associations.

In particular, well-deserved recognition must go to the following persons for their participation in an advisory capacity. Their personal commitment to improving driver licensing supervision was constantly evident and their valuable suggestions and insights aided the success of this project considerably.

DWIGHT BEAVERSON - Training Officer, Division of Motor Vehicles, Madison, Wisconsin

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A general thank you and note of appreciation must also go to all those persons and state agencies who gave of their valuable time to meet and correspond with the project personnel during the project. All helped improve the quality and functionability of the program.

A special thank you must be extended to several personnel in the California Department of Motor Vehicles. With the permission of Mr. Woodrow Wilson, Chief of the Division of Field Office Operations, several individuals were selected to participate in the field trial of the curriculum materials. In the work prior to the actual field trial, Mr. Dave Robertson helped coordinate activities.

Those instructors who presented the field trial program were:

Bruce Bussey
Jack Harris
Robert Talley

Persons who attended the field trial program were:

Ray Cline	Jack Leonard	Rawlin Mull
Robert Davis	Joseph McCarthy	Edward Sadler
Howard Fisher	Mac McLane	Vincent Saxton
Al Freeman	Charles Magill	Malcolm Smith
Margery Gillespie	Don Morford	Robert Walker

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PART I INSTRUCTOR PREPARATION

SECTION A

KNOW YOUR OBJECTIVES AND PLAN FOR THEM

YOU AS A TEACHER

Can you teach?

Yes! With the materials in this package and the teaching techniques suggested, you should have little trouble.

Do you teach everything?

As lead instructor, you have the responsibility to see that the lessons are carried out. But you do not have to teach everything. What you should do is look at the scope of your training needs. Sometimes resource persons will be needed to add depth you cannot provide. Your supporting instructors will be helpful during activity sessions. (Resource personnel, and supporting instructors are discussed in following materials.)

What is a teacher's first step?

Your first step should be to know your overall objectives. Your job is made easier in this case as most objectives have already been determined for you. You may have some others to add.

Your objectives are to develop knowledges and skills in supervisors so they can:

1. Implement agency programs through established policies and procedures,
2. Provide leadership to driver licensing personnel, and
3. Perform necessary administrative activities.

How do you prepare to teach?

In teaching this training course, three things are important. One is to understand the lessons plans and their objectives. Another is to have available a wide range of instructional materials. And the third is to have a basic knowledge of instructional techniques and classroom administration.

LESSON PLANS

If your state does not have any formal training program, you should seriously consider using each lesson. If your state has formal training, this program can be used as a check to determine if you have covered all the pertinent areas of driver license examiner supervising. In addition, it can help organize your training should you have difficulty in this area.

Each lesson plan gives the directions and content necessary to meet the objectives. Space is provided for information and references of special concern to your state. The lesson content is arranged in the order used during class presentations.

Most lesson plans begin with sections titled "Administrative Matters" and "Review Previous Lesson." These two sections are a reminder to cover this material if it occurs at the beginning of a new major topic or the start of a new day.

The section titled "Lesson Content Topics" summarizes topics to be covered in the lesson.

The objective should be included as part of your introduction to the lesson so everyone understands its importance. The objective can also be used by you as an aid in evaluating trainees.

The "Activity Session" is an opportunity for trainees to practice the knowledges and skills discussed and demonstrated in the lesson. In addition, this session provides you time for evaluating trainee progress.

The "Summary of Lesson" reminds you to briefly summarize the lesson content so trainees have an opportunity to ask questions or ask for clarifications of material presented.

INSTRUCTIONAL MATERIALS

Each lesson plan indicates appropriate pamphlets, booklets, and other materials. These should not be handed out when class is in progress, but should be included in a folder to be handed out before the training program begins. It is also important that all program resources be gathered or developed in advance.

Certain references are necessary to teach the course. You should have at least one copy of the following:

a. The Supervisor's Manual and Examiner's Manual

b. State's driver manual

c. State's motor vehicle code

d. Any agency or state booklets or pamphlets covering subjects related to driver licensing or supervision

e. Equipment operation and maintenance manuals

f. Management principles material

g. Chart-size facsimiles of forms, road test layouts, and other important documents (See each lesson for details.)

In addition to the above necessary references, a comprehensive list of helpful references is found in the bibliography. Preferably two copies of each of the references listed in the bibliography should be placed in a library section of your classroom or in another space convenient for use by the trainees.

Consideration should also be given to the use of films and slides available through film libraries, state police training academies or from other state agencies.

Information sheets should be prepared as quick references for facts about subjects. Operation sheets should be prepared outlining procedures or equipment operations as needed. (See Appendix B for instructions on preparing these sheets and each lesson for suggested uses.)

Case Study Situations can also be used to describe various problems supervisors will have to cope with on the job. (See each lesson for details.) This training program can be conducted without the use of sophisticated electronic equipment or audio-visual aids. If you have this equipment you should, of course, utilize it. The absence of such equipment will not impair the effectiveness of the program.

Necessary equipment includes:

a. Chalkboard, preferably one attached to the wall behind the instructor's area

b. Bulletin board

c. Device for holding charts, facsimiles, and other visual aids

d. Movie projector, 16mm sound

e. Slide projector (35mm) or film strip projector

f. Typewriters

g. Any other pieces of equipment commonly used by supervisors in the field

Trainees should have a complete set of references and materials to use. REMEMBER: They must be gathered before the training program and prepared for trainee folders. The following references should be gathered for each trainee:

1. A Driver License Examiner Supervisor's Manual and an Examiner's Manual setting forth all the procedures, policies, and miscellaneous items of information
2. A copy of your state's motor vehicle code
3. A copy of the Trainee Study Guide which is a companion publication of the Instructor's Lesson Plans
4. A copy of the state's driver manual
5. A folder containing agency forms and documents

ADULTS AS LEARNERS

As learners, adults are different from their youthful counterparts. The most striking difference is that adults have had more and different kinds of experiences than young people. Adults can pull from the experiences to make new learning more real. Basically, adults see real and immediate problems to which new learning can be applied. Adults' capacity for learning is essentially the same as for youth.

INSTRUCTIONAL TECHNIQUES

Instructional techniques used depend on many factors. Because of the nature of this training curriculum, emphasis is placed on teaching techniques which fulfill the following requirements:

1. Instructor-trainee interaction
2. Supervisory techniques and procedures
3. Blocks of time for trainee practice

Instructional techniques useful for driver license examiner supervisor training are brainstorming; buzz sessions; demonstrations; role playing; drills; skits; and lecture-discussions. These techniques are discussed in many educational texts on the market. (See Appendix E for a brief discussion of these techniques.)

Activity sessions are an opportunity to apply what is learned to real or simulated situations. To make them effective, you need to do the following:

1. Prepare any of the simulated or real situations suggested by the lesson plan.
2. Plan to rearrange classroom furniture if necessary.
3. Gather copies of any forms, documents, or manuals that must accompany the equipment.
4. Jot down any extra instructions.

Conduct activity sessions informally but always be sure an attitude of professionalism exists. Impress upon the trainees that the activity session is the place to try their skills and make errors. At this time it will be much less embarrassing than on the job.

CLASSROOM ENVIRONMENT

Though your trainees are probably well motivated to learn, the classroom atmosphere is very important. There are situations you can develop which will help your trainees get everything they need from your class.

Class Size. As indicated previously, this program is designed to equip trainees with practical, job-related skills and relies heavily on trainee participation in discussions and activities. Therefore, the instructor/trainee ratio must be small. For lecture-discussions and demonstration activities, the ideal class size is 12 to 15 with a maximum of 20. These group sizes will permit adequate instructor/trainee interaction.

Variations in trainee-involved activities may necessitate a change in group sizes. The basic guideline in determining group size is whether or not each trainee would have an opportunity to participate effectively. Where special cases are involved, notes are given in the lesson plans for guidance.

If large group sizes must be used, then plans should be made for longer activity sessions (lab sessions) with added instructors. More time will also have to be provided for discussions and questions during classroom activities.

Illumination. It is still a common attitude that although good illumination must be provided for children, any room, no matter how well lighted, is good enough for the adult learner. Actually, older people need better illumination than younger people. Not only should the illumination be sufficient, but it should be constant. Do not have your trainees face the direct light of a window or a wall lighting fixture. Many conference or meeting seating

arrangements compel members of the group to face glare, either direct or reflected. Glare will cut down the total efficiency of your group. A simple change in seating will reduce or eliminate this.

Organization and atmosphere. People with hearing losses will respond better and feel less isolated or threatened in small groups such as the size suggested for this training program. In a small, informal group, some hearing loss may not seriously matter.

Chalkboards. Chalkboards commonly receive little attention. They frequently are not cleaned and sometimes are in such poor condition they are practically useless for presentations. The result may be like a dirty sign: you know it says something, but you can't tell exactly what it says. Chalkboards or charts with maximum contrast should always be used: white on black, white on green, or yellow on black or green provide a good contrast.

Other environmental factors. Arrange seating so trainees are close to you or the demonstration. Enlarge the format of your materials: make large, chart-size facsimiles, and use pica typed, double spaced copy in your information and operation sheets. Simplify your presentations with short, concise words or phrases and amplify them with the key words written on the chalkboard. Avoid the use of abbreviations unless necessary for specific notations of forms and documents. Remove everything from the chalkboard or charts except necessary items.

The instructor or leader. Stand where you can be seen by all. Trainees can then adjust to the source of sound and also watch for visual cues to meanings. These visual cues, sometimes called "body language," are an important part of every good instructor's repertoire of teaching techniques. The techniques include such things as nodding the head, changing the facial expression, or emphasizing a point with the hands and arms. In addition you should:

1. Speak slowly, clearly, distinctly, and loudly
2. Speak directly to the individuals in the group, using conversational manners and avoiding a monotone

3. Use short, clear, and meaningful words and phrases
4. Use chalkboard, wall paper, flannelgraph, or other means to provide supplementary visual cues whenever new, unusual, unfamiliar words or numbers, titles, or ideas are introduced.

Additional checks for the instructor or leader.

a. Note and try to eliminate outside noises.
b. Watch the faces of group members.
c. Have someone in the back of the room get your attention if you aren't speaking loudly enough.
d. Repeat questions by members of the group for the benefit of others.

WHAT IS THE BEST WAY TO EVALUATE TRAINEES?

It is suggested you evaluate trainees on both written evaluations and discussions. You should observe each trainee, especially during discussions and note proficiency levels. If a trainee is having difficulty in developing skill proficiency and appears to need additional learning experience, provisions should be made for that purpose.

Trainees may be evaluated on the following factors: skills, knowledges, personal attitude, personal appearance, and attendance.

Skills. Trainees must be able to perform each skill covered in the lessons. When necessary, additional time can be given for trainees to practice various skills.

Knowledges. Trainees must have a sufficient grasp of knowledge requirements to perform required skills. In addition, evaluation of knowledge attainment will be accomplished by written tests, recitations, and classroom discussions.

Personal attitude. Trainees must display and demonstrate conscientious participation and an interest in the training program. Trainees who fail to do so should be counseled while the program progresses.

(See Appendix C for a more detailed discussion of evaluative techniques.)

Personal Appearance. Trainees should be neat, clean, and well groomed at each session. Trainees who fail to exhibit good personal hygiene habits should be counseled during the program.

Attendance. Trainees should be required to attend all program sessions. At the discretion of the instructor, special make-up sessions may be provided for extra instruction or practice.

WHAT KINDS OF RECORDS SHOULD YOU KEEP?

You and the course director should cooperate in maintaining records. These records should include information about trainee attendance, performance evaluations, and comments regarding trainee attitude and professionalism. Two kinds of records should be maintained: daily records and a master record.

SECTION B

KNOW YOUR SCHEDULE AND HOW IT ENHANCES YOUR TEACHING

YOU AS PROGRAM ORGANIZER

How do you prepare for the program?

You and the course director are responsible for arrangements to complete the training program.

You and the course director should select supporting instructors and conduct a staff orientation. At this orientation, copies of the lesson plans, related references, and any other necessary materials should be distributed. Resource persons may be included in this orientation if deemed practical. If not, they should be briefed individually as to their responsibilities.

What makes a program schedule effective?

The class schedule is more meaningful if the person in charge has properly scheduled (1) instructors and resource personnel, and (2) special facilities and equipment.

The class schedule is usually a chart indicating the times the course activities will take place, where they will take place, who will conduct them, and the duration of each activity. Copies of the schedule should be given to participants.

Program Scheduling. The program schedule should have:

a. Variety. Formal presentations should not be more than 1-1/2 hours in length with a ten minute break in between. Activity sessions should be scheduled alternately with formal presentations.

b. Names and titles. The schedule should include the names and titles of all persons connected with the course.

c. Time frames. The time frames for each activity should be given.

Staff Scheduling.

a. Do not schedule two experts or specialists for consecutive times (i.e., back-to-back).

b. Resource personnel should be contacted and a confirmed written statement obtained.

indicating time and place of their appearance. If funds are available for travel expenses and honorarium, mention this in the invitation.

c. A copy of the schedule should be sent to outside speakers as soon as it is formulated.

d. A letter of appreciation should be sent to all resource personnel shortly after their presentations.

Facilities and Equipment Scheduling.

a. Do not schedule topics back-to-back requiring travel between facilities or entailing major changes of equipment.

b. Make plans for use of special facilities or equipment at least three weeks in advance, and schedule use of same facilities and equipment at consecutive or concurrent times.

How is the program structured?

The course is scheduled to take a maximum of 40 hours, approximately apportioned as follows:

34.5 hours of classroom instruction

1.5 hours of lesson summary time

4 hours of cushion time to be used as extra activity time, discussion time, and break time

The 34.5 hours of classroom instruction represent the formal presentation of course material. It includes such activities as use of materials; practice and observation; simulated and practical experience activities in supervision of driver license examiners.

The 4 hours of cushion time are to be used to give the trainees a change of activities between formal classroom presentations. When classroom time exceeds one hour, presentations become ineffective from a student-learner viewpoint. Breaks should be scheduled every hour if possible, but in no event should breaks be spaced more than 1.5 hours apart.

Each lesson contains a summary section which is intended to tie together the contents of the lesson. These summaries should be short - from 2 to 5 minutes. For the total program,

1.5 hours are allotted for summary activities. These times may also be expanded or contracted to suit your state's needs.

The course can be presented in five business days. However, if you cannot devote this amount of continuous time, phases of the course can be presented as short workshops or refresher sessions. The modular course format makes these kinds of training sessions easy and practical.

The instruction and activity times are minimum times. In some cases, a state may wish to devote more time to a topic because of its importance or complexity within that state's system. In such cases, use the cushion time or reallot times.

The recommended times are based on the importance of the subject matter to the overall functions of driver license examiner supervisor and on the results of the pilot test of the curriculum package. These times also depend upon the use of the materials and/or procedures indicated in the lesson plans. If suggested materials are not used or are not available, or, if different procedures are used, then these recommended times may have to be adjusted. For example, many of the recommended times depend on the use of handout materials in order to decrease formal classroom time while still adequately covering the included material. If you depend more on discussion activity to cover the material, extend the time recommended.

Who are the program personnel?

1. Course Director. A person experienced in driver license examiner supervision with some manpower training background should be designated course director.

   Responsibilities

   a. Coordinating training program with other elements of the driver licensing agency
   b. Planning and scheduling course
   c. Selecting and securing outside resource personnel
   d. Allocating time and budget resources
   e. Handling the logistics of facilities, equipment, supplies, etc.
   f. Handling special problems
   g. Developing evaluative procedures and techniques
   h. Taking principal responsibility for program completion
   i. Coordinating and arranging field trips

2. Lead instructor. The lead instructor is experienced in driver license examiner supervision, has a strong background and understanding of agency policies and procedures, and preferably some experience in instructing adults.

Responsibilities

a. Providing program instructors with lesson plans and educational materials
b. Scheduling all instructional personnel
c. Organizing instructional materials and making training materials, trainee materials, visual aids, and equipment available
d. Assuring instructional aspects of the program are properly carried out
e. Providing most of general instruction work and integrating outside resource persons into fabric of program
f. Maintaining a proper learning environment
g. Offering guidance, inspiration, and encouragement to the trainees
h. Implementing and performing needed evaluations of students, instructors, materials, and techniques

3. Supporting Instructors. Two to three supporting instructors should be available to aid the lead instructor. These instructors would also act as activity session assistants. Supporting instructors should preferably have some training background and should be knowledgeable of agency rules and operations. Station managers or district supervisors are potential supporting instructors.

4. Resource Personnel. Use resource personnel to enrich the experiences of trainees. All resource persons should be carefully selected so their expertise is in line with the course design and objectives. The resource personnel should be contacted and scheduled at the time the program is planned. They should also familiarize themselves with the nature of the program prior to their participation. The efforts of the resource personnel should be coordinated with those of the regular instructional staff so each group can complement the other.

The following persons should be considered as potential resource personnel in the training program:

1. Experienced division head
2. Other driver license supervisors
3. Traffic court judge

4. State police personnel
5. Legal expert with a strong traffic law background
6. Human relations expert
7. Traffic safety expert
8. Management specialist
9. Personnel and payroll specialist
10. Collective bargaining (Union-Labor) specialist
11. Minority specialist

5. Table of Instructional Personnel. The following table indicates by lesson subject the kinds of instructional personnel to be utilized.

TABLE OF INSTRUCTIONAL PERSONNEL

LESSON PLAN NUMBER	INSTRUCTIONAL PERSONNEL	
	TRAINING COURSE PERSONNEL	OUTSIDE RESOURCE PERSONNEL
1.1 Orientation to Driver License Examiner Supervision	Lead Instructor	None
1.2 Driver License Agency Services	Lead Instructor	None
1.3 Driver License Agency Standard Operating Procedures	Lead Instructor	None
1.4 Basic Staff Positions and Responsibilities	Lead Instructor	None
2.1 Licensing	Lead Instructor Chief Examiner	None
2.2 Equipment, Facilities, and Supplies	Lead Instructor	None
2.3 Personnel Regulations	Lead Instructor Personnel Man	None
2.4 Other Driver License Examiner Supervisor Responsibilities	Lead Instructor	Emergency Medical Technician
2.5 The Professional Supervisor	Lead Instructor	Management Specialist from a Local Community College or University

INSTRUCTIONAL PERSONNEL (cont'd)

LESSON PLAN NUMBER	INSTRUCTIONAL PERSONNEL	
	TRAINING COURSE PERSONNEL	OUTSIDE RESOURCE PERSONNEL
3.1 Communications	Lead Instructor	Instructors in Written Communications, Speech, and Drama from Local Community College or University Member of a Local Toastmaster Club
3.2 Human Relations	Lead Instructor	Public Utilities Business Representative, an Airline Hostess, or a Human Relations Specialist
3.3 Decision Making	Lead Instructor	Management specialist
3.4 Motivation	Lead Instructor	Vocational Psychology Professor, Training and Development Specialist from Business or Industry
4.1 Training Program Planning	Lead Instructor	Education Specialist
4.2 Development and Revision of Driver License Examinations	Lead Instructor	Education Specialist with Background in Test Item Construction from a Community College or University
5.1 Summary of Program	Lead Instructor	None
5.2 Course Finale	Instructors, Course Director Upper Authority Level Agency Personnel	None

PART II LESSON PLANS

UNIT 1 ORIENTATION

1.1 ORIENTATION TO DRIVER LICENSE EXAMINER SUPERVISION

OBJECTIVES

After completion of this lesson, the trainee will be able to:

--*Identify instructor and those trainees who have had supervisory experience.*

--*Define the purpose of the training program.*

--*Define the scope of the course.*

--*Identify other teaching personnel.*

--*Differentiate between materials distributed.*

--*List the purposes of driver licensing.*

--*Identify course objectives and criteria for course completion.*

--*Review the general procedures for each lesson.*

INSTRUCTORS

Material Taught	Instructor
Complete Lesson	Lead Instructor

REFERENCES

1. The Trainee Study Guide
2. The Driver License Examiner Supervisor's Manual
3. The Driver License Examiner's Manual
4. A copy of the state vehicle code
5. A copy of the state's driver manual
6. A copy of the state code
7. Related directives for supervision of driver licensing personnel
8. U. S. Department of the Air Force, Principles and Techniques of Instruction AF Manual 50-9, Washington, D. C.: Air Training Command, 1967.

MATERIALS

1. Registration forms
2. Attendance sheets
3. Other materials needed for the functioning of the training program.
4. Name cards

EQUIPMENT

None

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		LESSON CONTENT TOPICS *1.1.1 Welcoming Remarks* *1.1.2 Purpose of the Course* *1.1.3 Scope of the Course* *1.1.4 Introduction of other Teaching Personnel* *1.1.5 Administrative Matters* *1.1.6 The Purpose of Driver Licensing* *1.1.7 The Objectives of the Course Lessons* *1.1.8 How the Course is to be Conducted*
5		1.1.1 WELCOMING REMARKS *Objective: Identify instructor and those trainees who have had supervisory experience.* A. Introduce yourself. B. Welcome all the trainees to the course. 1. Have trainees introduce themselves, indicating if they have had supervisory experience. 2. Provide information on meals and lodging.
5		1.1.2 PURPOSE OF THE COURSE *Objective: Define the purpose of the training program.* The general purposes of this training program are to develop knowledge and skills: 1. For providing leadership in the driver licensing agency; 2. For coordinating the procedures and policies of the driver licensing agency; 3. For aiding in the development of agency programs.
2		1.1.3 SCOPE OF THE COURSE *Objective: Define the scope of the course.* A. Suggested statement of scope: It provides basic training for driver license examiner supervisors, allowing them to contribute to the effectiveness of the driver license examining process; and B. It provides foundations for later, on-the-job training or refresher courses.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
5		1.1.4 INTRODUCTION OF OTHER TEACHING PERSONNEL *Objective: Identify other teaching personnel.* A. Introduce other instructors, allowing them to make short remarks about their responsibilities. B. If other personnel are to be used during training, indicate they will be introduced in the future.
15		1.1.5 ADMINISTRATIVE MATTERS *Objective: Differentiate between materials distributed.* A. Hand out (in folder) or place in trainee folders: 1. Registration forms 2. Attendance sheets 3. The Trainee Study Guide 4. The Driver License Examiner's Manual 5. The Driver License Examiner Supervisor's Manual 6. A list of lesson topics and assignments 7. Add your own B. Hand out and explain a schedule of the course and explain any planned activities such as field trips or excursions to a special facility. C. Collect all registration forms and attendance sheets. Keep these for your course records.
5		1.1.6 THE PURPOSE OF DRIVER LICENSING *Objective: List the purposes of driver licensing.* Review goals or objectives of the driver license agency: A. Improve quality of drivers B. Take unfit drivers off the road C. Regulate drivers D. Add your own
10		1.1.7 THE OBJECTIVES OF THE COURSE LESSONS *Objective: Identify course objectives and criteria for course completion.* A. Identify each lesson title and discuss the reasons this information is included in the program.

TIME	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		B. Explain requirements for satisfactory completion of the course. 1. Attendance 2. Attainment of skills and knowledges 3. Attitude 4. Personal appearance 5. Add your own C. Indicate your standards for satisfactory course completion. Stress meeting the objectives as set forth. 1.1.8 HOW THE COURSE IS TO BE CONDUCTED *Objective: Review of general procedure for each lesson.* A. Recall the general procedure to be followed in each lesson. 1. Taking attendance 2. Starting on time 3. Making announcements 4. Reviewing key points of preceding lesson 5. Discussion of the content of the current lesson 6. Reading the assignments B. Encourage your trainees to ask and respond to questions. C. Refer the trainees to the Trainee Study Guide and show them how it is correlated to your lessons. OPEN DISCUSSION FOR QUESTIONS
10		SUMMARIZE THE MAIN POINTS OF THE LESSON Review: WHY the trainees are in training WHAT they will be expected to gain from training HOW they will be expected to acquire new knowledge and skills WHAT the reason is for the driver license agency's existence Ask them to take time to get acquainted with everyone. Allow about fifteen minutes over coffee or a soft drink for this purpose.

1.2 DRIVER LICENSE AGENCY SERVICES

OBJECTIVES

After completion of this lesson, the trainee will be able to:

--List each licensing service offered to the public and identify the unique qualities of each.

--List agency services other than licensing provided to the public.

--List and describe agency services provided to other governmental agencies.

--Identify and describe agency services provided to licensing personnel.

INSTRUCTORS

Material Taught	Instructor
Complete Lesson	Lead Instructor

REFERENCES

1. Agency organization manual
2. Driver License Examiner Supervisor's Manual
3. Driver License Examiner's Manual

MATERIALS

1. A chart or overhead transparency showing services provided by the driver license agency
2. Copies of the topics listed on the above chart or transparency for distributing to each trainee

EQUIPMENT

1. Device for holding chart
2. Overhead transparency projector

1.2 DRIVER LICENSE AGENCY SERVICES

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		ADMINISTRATIVE MATTERS A. Take attendance B. Make announcements REVIEW PREVIOUS LESSON Use key topics of previous lesson for review and lead into the topics of this lesson. LESSON CONTENT TOPICS *1.2.1 Agency Licensing Services* *1.2.2 Other Agency Services for the Public* *1.2.3 Agency Services to Governmental Agencies* *1.2.4 Agency Services Offered to Agency Personnel*
5		1.2.1 AGENCY LICENSING SERVICES *Objective: List each licensing service offered to the public and identify the unique qualities of each.* For purposes of review, identify and briefly discuss each licensing service offered to the public: A. Original licenses B. License renewals C. Special licenses D. Others
20		1.2.2 OTHER AGENCY SERVICES FOR THE PUBLIC *Objective: List agency services other than licensing provided to the public.* List and give examples of services other than licensing offered to the public. Examples are: A. Giving safety talks B. Judging automobile safety contests C. Answering surveys D. Participating in school bus clinics E. Teaching defensive driving F. Teaching driver rehabilitation classes G. Add your own

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		1.2.3 AGENCY SERVICES TO GOVERNMENTAL AGENCIES *Objective: List and describe agency services provided to other governmental agencies.* List and give examples of such services as: A. Testimony at legislative hearings B. Court appearances on behalf of the agency C. Investigation of complaints against the agency D. Instructing personnel outside the agency E. Other services 1.2.4 AGENCY SERVICES OFFERED TO AGENCY PERSONNEL *Objective: Identify and describe agency services provided to licensing personnel.* A. Identify and briefly discuss those services a driver license examiner supervisor does in performing his supervisory job: 1. Retirement counseling 2. Counseling pertaining to work problems 3. Add your own B. Describe the supervisor's role in each of the above instances. Get active involvement of each trainee. OPEN DISCUSSION FOR QUESTIONS
10		SUMMARIZE THE MAIN POINTS OF THE LESSON The driver licensing agency is responsible for service to both the public and other governmental agencies. The effectiveness of the agency's service is dependent upon the coordination and supervision provided by supervisory personnel. The supervisor's understanding of agency services will facilitate that effectiveness. Allow the group to summarize this lesson in their own words, each person writing his or her summary points.

1.3 DRIVER LICENSE AGENCY STANDARD OPERATING PROCEDURES

OBJECTIVES

After completion of this lesson, the trainee will be able to:

--*List reasons why the agency has developed and implemented certain rules and regulations pertaining to the functions of the agency.*

--*Cite authoritative sources in which the agency rules and regulations can be found.*

--*Identify those standard operating procedures most often neglected and indicate methods used to bring about conformity.*

INSTRUCTORS

Material Taught	Instructor
Complete Lesson	Lead Instructor

REFERENCES

1. The Driver License Examiner Supervisor's Manual
2. The Driver License Examiner's Manual
3. A compilation of Agency Rules and Regulations

MATERIALS

None

EQUIPMENT

None

1.3 DRIVER LICENSE AGENCY STANDARD OPERATING PROCEDURES

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		ADMINISTRATIVE MATTERS A. Take attendance. B. Make announcements. REVIEW PREVIOUS LESSON Use the key topics of the previous lesson for review and lead into the topics of this lesson. LESSON CONTENT TOPICS *1.3.1 Rationale for Standard Operating Procedures* *1.3.2 Location of Standard Operating Procedures* *1.3.3 Control of Practices*
10		1.3.1 RATIONALE FOR STANDARD OPERATING PROCEDURES *Objective: List reasons why the agency has developed and implemented certain rules and regulations pertaining to the functions of the agency.* A. Ask: What are Standard Operating Procedures (SOP's)? A response may be: Standard Operating Procedures are those those rules and regulations developed to insure efficient operating of the driver licensing agency. B. Ask for other thoughts on the subject. Develop these. C. Ask: Why have Standard Operating Procedures? A response may be: As implied by the definition, lack of SOP's would assuredly mean chaos within the agency. Imagine what would happen if there were fourteen local exam stations each with three personnel doing "his own thing" in regard to issuing licenses, handling complaints, or delegating responsibility to other employees. D. Ask for reactions to that position. Develop them.
5		1.3.2 LOCATION OF STANDARD OPERATING PROCEDURES *Objective: Cite authoritative sources in which the agency rules and regulations can be found.* A. With appropriate copies at hand, direct each person to skim through the compilation of Agency Rules and Regulations. 1. Show how to cross-reference these with the Supervisor's Manual. 2. If bulletins are used to upgrade information, indicate the importance of checking for their inclusion in examiner's copies.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		B. With actual copies, point out some other sources where specific rules and regulations can be found that are not in the above compilation: 1. State statutes 2. Driver License Examiner Supervisor's Manual C. Briefly give a hypothetical situation. For example: Out-of-state travel requirements. 1. Point out in the proper source the regulation or rule governing that situation. 2. Indicate at this point how your rules and regulations are indexed, e.g., by subject, by reference to statutory bases, etc. D. Ask trainees to specifically jot down these sources in their notes.
10		1.3.3 CONTROL OF PRACTICES *Objective: Identify those standard operating procedures most often neglected and indicate methods used to bring about conformity.* A. Discuss the agency's policy for assuring adherence to SOP's. B. Indicate methods used in the past to assure control.
		OPEN DISCUSSION FOR QUESTIONS
5		SUMMARIZE THE MAIN POINTS OF THE LESSON In your own words, give a brief rationale for having Standard Operating Procedures. Remind trainees of sources for the rules and regulations. Single out these sources and repeat them.
		CALL FOR ANY FINAL QUESTIONS OR COMMENTS

1.4 BASIC STAFF POSITIONS AND RESPONSIBILITIES

OBJECTIVES

After completion of this lesson, the trainee will be able to:

--Identify all levels of management in the driver licensing agency, give examples and describe typical responsibilities of each level.

--List reasons why few individuals are initially hired as supervisors.

--Describe how typical driver license agency personnel become supervisors.

--Cite what typical driver licensing agency managers and employees expect of their supervisors.

INSTRUCTORS

Material Taught	Instructor
Complete Lesson	Lead Instructor

REFERENCES

Driver License Examiner Supervisor's Manual

MATERIALS

Organization chart of driver licensing agency

EQUIPMENT

None

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		ADMINISTRATIVE MATTERS A. Take attendance. B. Make announcements. REVIEW PREVIOUS LESSON Use key topics of previous lesson for review and lead into topics of this lesson. LESSON CONTENT TOPICS *1.4.1 Agency Organization* *1.4.2 Supervisor Manpower Pool* *1.4.3 Becoming a Supervisor* *1.4.4 Expectations of Supervisors*
20		1.4.1 AGENCY ORGANIZATION *Objective: Identify all levels of management in the driver licensing agency, give examples and describe typical responsibilities of each level.* A. Present an organization chart showing each level of management within the driver licensing agency. 1. The management chart may have four or five levels. The following order may be used to show those levels: Executive Middle Managers Supervisors Examiners and Clerks 2. Describe each level of management and give examples of each. Also indicate each level's responsibilities: a. Executive --directs and coordinates the efforts of all management personnel --is responsible for establishing the goals and direction of the agency Examples: Chief Examiner, Agency Administrator, Commissioners, and Division and Staff Directors

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		b. Middle Managers --direct supervisors, not examiners and clerks --may be responsible for large or small geographic areas Examples: Field Supervisors or Regional Supervisors c. Supervisors --only supervisor who supervises non-managers --extremely important since they are in contact with examiners and clerks (those upon whom the ultimate success of the agency is dependent) --first-line communicator of agency policy and procedures Examples: Local Supervisors and Examination Managers
15		1.4.2 SUPERVISOR MANPOWER POOL *Objective: List reasons why few individuals are initially hired as supervisors.* A. Changing from an examiner to a supervisor is a difficult process: 1. Supervisors should not be "bosses", but should work with and through the examiners and clerks to get the job done. They are facilitators and leaders. 2. The job of driver license examiner supervisor is complicated by increased use of highly technical equipment and procedures, by increased complexity of society, and by more and more responsibilities. 3. With the increase of responsibilities has come a decrease in authority. Supervisors generally cannot hire or fire, promote or demote, punish or reward, or transfer people. Disciplinary actions can frequently be overruled by upper level management. 4. The change is made even more difficult by having to acquire the management point of view while continuing to work with examiners and clerks. As the old saying goes, a supervisor is "between the devil and the deep blue sea". 5. After returning to the unit a supervisor will be different in position and in the eyes of fellow workers.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		B. Consider what is important for a supervisor to know. 1. Ask and record: Can you give some knowledges and skills a supervisor must have to operate most effectively? Responses may be: --should know how to do his work and direct the work of the examiners and clerks --should know how all this work fits into the overall agency efforts toward highway safety --should know how to train or teach examiners and clerks to do their jobs --should know how to assign the various kinds of work to be performed --should know how to analyze work loads --should know how to get along with and facilitate interpersonal relationships with others --add your own 2. Discuss the responses received. C. Point out that knowledge of the informal structure of the driver licensing agency is important. 1. Much work can be done or unnecessary work avoided if a supervisor understands and can work with the informal structure. 2. Only someone who has worked in the driver licensing agency for some time knows what the informal structure is and how to move within it.
20		1.4.3 BECOMING A SUPERVISOR *Objective: Describe how typical driver license agency personnel become supervisors.* A common practice for upper level management is to select examiners who have been with the agency for a number of years, are very competent in the examining practices and are sought for assistance by other examiners. This may be done as a kind of reward for his past work. A. Ask: Why do you think you were selected to be a supervisor? Responses may be: --competence as an examiner --loyal employee --length of service as an examiner

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		--knowledge of the organization --get along well with employees and public --have knack for being in the right place at the right time --Add your own C. Discuss responses when appropriate and emphasize reasons why trainees were chosen.
20		1.4.4 EXPECTATIONS OF SUPERVISORS *Objective: Cite what typical driver licensing agency managers and employees expect of their supervisors.* Although supervisors are expected to be many things by many people, they are basically the liaison between upper level management and the examiner force. A. Upper level managers expect a first-line supervisor to: 1. Devote appropriate time to both technical work and supervisory work. 2. Be a leader, a decision maker, and a "motivator" of people. 3. Be a communicator. 4. "Handle" people well. B. Ask: What other items might management expect of the supervisor? Discuss all including the above. C. Employees expect a supervisor to: 1. Be technically competent and able to supervise examiners and clerks while developing expertise. 2. Provide increasingly responsible and challenging work assignments consistent with rules and regulations of the agency. 3. Provide good working conditions by assuring exam stations are adequate in size and all equipment and materials are maintained. 4. Let examiners and clerks know what upper level agency personnel expects of them. 5. Fairly represent examiners' and clerks' points of view to upper level management. 6. Empathize with examiners and clerks. Support them in their dealings with management and the public.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		7. Inform examiners and clerks of the supervisor's expectations and how well they are being met. 8. Maintain good morale and relations with the examiners and clerks. 9. Publicly recognize examiners' and clerks' good performance. 10. Criticize examiners and clerks constructively, privately, and as quickly after they make a mistake as possible. 11. Treat all employees fairly and equally. D. Ask for other items which examiners and clerks expect of a supervisor. Discuss all including the above. OPEN DISCUSSION FOR QUESTIONS Some questions you may ask are: 1. What makes a good supervisor? Responses may be: -- knowledge of the job -- fairness -- impartiality -- honesty -- productivity 2. Have you ever met a supervisor with all these characteristics? Encourage the group to develop their responses. 3. What does management think a good supervisor should be? Encourage the group to develop their responses.
5		SUMMARIZE THE LESSON You have now covered: The agency organization -- levels of management -- responsibilities of each level -- examples of positions at each level

1.4 BASIC STAFF POSITIONS AND RESPONSIBILITIES

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		The supervisory manpower pool -- changing from examiners to supervisors -- skills and knowledges needed by a driver licensing supervisor -- efficacy of promoting an examiner to a supervisor Becoming a supervisor -- based on years of service -- based on technical competence -- based on loyalty to the agency -- based on knowledge of agency organization -- based on ability to get along with people Expectations of a supervisor -- expectations of upper level management -- expectations of examiners and clerks CLOSE WITH A CALL FOR ANY FURTHER QUESTIONS

UNIT 2 COORDINATING STANDARD OPERATING PROCEDURES AND POLICIES

2.1 LICENSING

OBJECTIVES

At the completion of this lesson, the trainee will be able to:

--Cite and discuss each of the licenses issued by the driver licensing agency.

--Describe three factors involved in assigning examiners and clerks to duties and responsibilities.

--Write the driver licensing agency policy regarding the assignment of equipment.

--Identify several variables which affect the work load of a driver license examination unit during specific seasons of the year.

--List some special licensing problems of a driver license supervisor.

--List three fraudulent activities an applicant may be involved in and discuss the actions of a supervisor in each case.

INSTRUCTORS

Material Taught	Instructors
2.1.1 2.1.2 2.1.3 2.1.4 2.1.5	Lead Instructor
2.1.6	Chief Examiner

REFERENCES

Driver License Examiner Supervisor's Manual

Dynamic Supervision, pp. 85-103.

A Short Course in Skilled Supervision, pp. 27-36, and 83-90.

MATERIALS

Prepared situations can be used as discussions stimulators regarding forecasting work loads.

Prepare situations for use in an activity session describing kinds of fraudulent activities an applicant might become involved in.

Information sheet listing agency procedures for filing complaints for fraudulent activities.

EQUIPMENT

None

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		ADMINISTRATIVE MATTERS A. Take attendance. B. Make announcements. REVIEW PREVIOUS UNIT Use previous lesson topics or unit topic as a review to lead into this lesson. LESSON CONTENT TOPICS *2.1.1 Issuing Licenses* *2.1.2 Assigning Personnel* *2.1.3 Assigning Equipment* *2.1.4 Forecasting Work Loads* *2.1.5 Special Licensing Problems* *2.1.6 Handling Fraudulent Applicants*
10		2.1.1 ISSUING LICENSES *Objective: Cite and discuss each of the licenses issued by the driver licensing agency.* (If personnel are experienced driver license examiners, it is suggested this time be used for a simple review of the policies and procedures.) A. Describe and discuss the agency policies and procedures for licenses issued by your agency: 1. Original licenses 2. Instruction permits 3. Corrected licenses 4. Duplicate licenses 5. Restricted licenses 6. Occupational licenses 7. Probationary licenses 8. Renewal licenses 9. Other licenses B. For any license type needing discussion in more depth, the following might serve as guide:

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		1. Indicate appropriate references in the Examiner's Manual. 2. Discuss distinctions between the licenses issued by the agency. Indicate key characteristics, e.g., purpose of license, length of issue, etc. 3. Discuss details involved in processing an applicant for a specific license. Include the following subjects to the extent that they differ from other licenses: A. Laws and regulations governing the license B. Attention to human relations C. Applicant identification D. The application--its form, content, and how to fill it out E. Applicant qualifications and special prerequisites F. Fee requirements and fiscal procedures G. Testing requirements and procedures H. Issuance requirements
20		2.1.2 ASSIGNING PERSONNEL *Objective: Describe three factors involved in assigning examiners and clerks to duties and responsibilities.* Each individual in a work unit has special capabilities and qualities which are more effective in one situation than another. A. Determining examiners and clerks 1. New examiners and clerks --consult personal data form from headquarters --keep a brief record of each employee in terms of qualities and capabilities--it will prove invaluable in times of emergency 2. Experienced examiners and clerks --depend somewhat on the evaluation of the former supervisor if a record is available --talk with each experienced employee to determine capabilities and interests. Make a record of them for future reference 3. For both new and experienced examiners and clerks, the supervisor should have periodic briefings and de-briefings to evaluate their ability to handle themselves within the agency policies and procedures.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		B. Scheduling employees One area that can cause considerable grief is scheduling. Some jobs in driver license examining are less exciting than others. Others offer some change of scenery and involve moving about. Emphasize that scheduling should not indicate or even imply favoritism by giving one person more of the "nice" jobs than the others. If because of a certain expertise, an individual is assigned to specific jobs or always gets what appears to be the "good" job, the supervisor should have a reason for these assignments and make the reason known to everyone. C. Agency personnel assignment policies (Discuss these personnel assignment policies). 1. Discuss what department and who in each department makes the major decisions regarding personnel assignments. 2. Discuss the scope of authority the driver license supervisor has in assigning personnel. D. Point out and discuss appropriate section of the Supervisor's Manual.
5		2.1.3 ASSIGNING EQUIPMENT *Objective: Write the driver licensing agency policy regarding the assignment of equipment.* Frequently the driver license examiner supervisor has the authority to assign equipment for use by examiners and clerks. A. Discuss agency policy regarding assingment of equipment and indicate what equipment will be under authority of driver license examiner supervisor. B. Point out section of the Supervisor's Manual describing assigning of equipment. C. Indicate preventive maintenance and repair procedures.
15		2.1.4 FORECASTING WORK LOADS *Objective: Identify several variables which affect the work load of a driver license examination unit during specific seasons of the year.* Getting the maximum productivity from examiners and clerks is the supervisor's biggest challenge. Many variables affect a supervisor's ability to make an accurate assessment of the need for personnel in peak work load periods. A. Ask: What are some of the variables which affect the need for personnel during the course of a year's work?

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		B. Some responses may be: 1. Knowing peak periods of work from the past such as vacation periods of schools, periodic increases due to birth dates of individuals, or other factors. 2. Any new programs which are being instituted such as mandatory re-exams or lowering age limits for certain licenses. 3. Add your own. C. Indicate the time of year supervisors are required to make this forecast and what effect this forecast should have on scheduling. D. Indicate the sources of information about forecasting in the Supervisor's Manual and discuss the section or sections thoroughly. Example: Birth records from appropriate state agency.
30		2.1.5 SPECIAL LICENSING PROBLEMS *Objective: List some special licensing problems of a driver license supervisor.* The driver license examiner supervisor frequently has to take responsibility for special licensing problems of various applicants. These problems usually do not fall into categories of licenses as cited in Section 2.1.1 of this guide. A. Ask: What kinds of special licensing problems are you familiar with or can imagine. B. Responses may be: 1. Giving a license applicant minus one or more limbs a road test. 2. Changing an applicant's name on the application form when the form is in process. 3. Removing restrictions from a license. 4. Contacting a driver and picking up his license when it is revoked or invalidated for some specific reason. 5. Add your own. C. Take each example given and indicate some alternate processes by which a supervisor may resolve the problems. D. Indicate in any authoritative source, the policies and procedures, rules and regulations, or statutes which apply to these cases.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
30		2.1.6 HANDLING FRAUDULENT ACTIVITIES *Objective: List three fraudulent activities an applicant may be involved in and discuss the actions of a supervisor in each case.* Unfortunately, examiners and clerks will be confronted with individuals who may try hard to "beat the system." Examiners and clerks may come to the supervisor, the immediate authority, and expect decisions regarding suspected illegal action by a particular individual. A. Ask: What kinds of illegal activities are you familiar with? Responses may be: 1. Taking the complete exam for another individual. 2. Taking the road test for another individual. 3. Using a "crib sheet" or "cheat sheet" while taking a written test. 4. Not admitting to wearing contact lenses for the purpose of eye testing. 5. Looking at another's written test. 6. Add your own. B. Discuss each fraudulent activity and cite location of policies and procedures, rules and regulations, or statutes which are applicable. C. Ask: What are actions taken by the supervisor when confronted with an alleged illegal act by an applicant? Responses should reflect answers to these additional questions: 1. When do you make a flat accusation of a wrong-doing? 2. What acts are illegal and subject to punitive action, and what acts simply mean failure of the driver license exam? 3. How many "facts" must you have to make an accusation? 4. To what extent must you involve others in your actions toward an alleged illegal act? 5. To what extent do others have to know of your actions toward an alleged illegal act? Your supervisors? Your chief examiner? 6. What other agencies must be involved? The state enforcement agencies? The sheriff? The local police? 7. What reports have to be made or filed upon disposition of the matter?

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		8. How do examiners or clerks avoid a libel suit if you are proven wrong in a court of law? D. Give your procedures in event of filing charges. OPEN DISCUSSION FOR QUESTIONS
25		ACTIVITY: Present a prepared situation involving illegal activities of an applicant or other citizen (not examining personnel) and have the trainees: (1) Discuss the problems and (2) write a brief description of their actions if they should find themselves in a similar situation. Collect the papers for evaluation.
10		SUMMARIZE THE LESSON: Review the key points involved in: --Issuing licenses --Assigning personnel --Assigning equipment --Forecasting work loads --Special licensing problems --Curtailing fraudulent applicant activities CLOSE BY ASKING FOR FURTHER QUESTIONS

2.2 EQUIPMENT, FACILITIES, AND SUPPLIES

OBJECTIVES

At the completion of this lesson, the trainee will be able to:

--*Indicate each policy and procedure regarding procurement and maintenance of agency equipment and facilities.*

--*List each policy and procedure regarding procurement of agency supplies.*

--*Identify factors taken into account when forecasting facility, equipment, and supply needs.*

--*Cite agency services under contract to outside firms and list a supervisor's responsibilities regarding each service.*

INSTRUCTORS

Material Taught	Instructor
Complete Lesson	Lead Instructor

REFERENCES

The Driver License Examiner Supervisor's Manual

MATERIALS

1. Forms used for ordering equipment
2. Forms used for ordering supplies

EQUIPMENT

Any equipment needed to demonstrate maintenance or repair

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		ADMINISTRATIVE MATTERS A. Take attendance. B. Make announcements. REVIEW PREVIOUS LESSON Use previous lesson topics as a review to lead into this lesson. LESSON CONTENT TOPICS *2.2.1 Procuring and Maintaining Equipment and Facilities* *2.2.2 Procuring Supplies* *2.2.3 Forecasting Equipment, Facility, and Supply Needs* *2.2.4 Supervising Contractual Services*
10		2.2.1 PROCURING AND MAINTAINING EQUIPMENT AND FACILITIES *Objective: Indicate each policy and procedure regarding procurement and maintenance of agency equipment and facilities.* Having on hand the necessary equipment in good working order, along with an operational facility, is perhaps as important to the operation of a unit as the personnel. Use an example of a piece of equipment all are familiar with. A. Discuss the policies and procedures regarding the procurement of equipment and facilities. 1. Cite section of source pertaining to procurement of equipment and facilities. 2. Show and discuss forms to be completed. 3. Identify procedures for getting permission and, consequently, securing equipment and facility. 4. Discuss with others who must concur with the request. B. Discuss policies and procedures regarding maintenance of equipment and facilities. 1. Cite section of source which pertains to maintenance of equipment and facilities. 2. Show and discuss forms to be completed. 3. Identify procedures for getting permission and, consequently, getting personnel to maintain the equipment or facility. 4. Indicate maintenance of equipment and facility is responsibility of supervisor.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		C. Indicate the necessity of keeping tight security on equipment and facilities. 1. Discuss security precautions. 2. Indicate procedures to be followed if equipment is lost or stolen, or if facilities are damaged. 3. Cite an example: Safes to keep receipts in were not fastened to the floor. Thieves stole the safe! D. Discuss facility leasing or renting. 1. Identify person in charge of leasing or renting. 2. Discuss driver license examiner supervisor's responsibility. E. Discuss insurance on state owned or leased facilities.
10		2.2.2 PROCURING SUPPLIES *Objective: List each policy and procedure regarding procurement of agency supplies.* Supplies are also an important ingredient in the proper functioning of a unit. The lack of supplies can and probably will mean the disruption of services to the public. A. Discuss policies and procedures regarding the procurement of supplies. 1. Cite section of source pertaining to the procurement of supplies. 2. Show and discuss completion of forms. 3. Identify procedures for securing supplies. B. Indicate necessity for keeping tight security on special forms such as license blanks, etc. 1. Discuss where they should be kept. 2. Indicate procedures to be followed if they are lost or stolen.
30		2.2.3 FORECASTING FACILITY, EQUIPMENT, AND SUPPLY NEEDS *Objective: Identify factors taken into account when forecasting facility, equipment, and supply needs.* Predicting equipment, facilities, and supplies necessary for the accomplishment of agency goal demands and ability to analyze current needs and determine future needs based on work loads and/or agency policy or statutory changes. A. Ask: What are some resource needs?

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		B. Ask: What factors influence the ability to forecast resource needs? Responses may be: 1. Work loads due to vacation periods of schools 2. Weather 3. Agency employee vacation periods 4. Changes in population 5. Add your own C. Demonstrate some techniques for forecasting with an actual example: "It is known from past experience that the public and parochial schools close for the summer the first or second week in June. This year schools will close on June 11. The normal number of examinations given by the Capitol City South exam station is approximately 1,000 per week. With a work force of eight examiners and four clerks, this approximate number of examinations can be handled. It is estimated that a 60 percent increase is expected due to the close of the school year. It is also estimated that the total group will be in the exam station within a month after the schools close. How many more supplies, such as written tests, road test recording sheets, application forms, etc., will be needed for the period of June 11 to July 11?" 1. Point out your solution and explain. 2. Ask for other solutions and their reasons. 3. Explain your agency policies concerning over-ordering supplies. 4. Cite, with some actual examples, an exam station which was caught without enough supplies and indicate the results and how the problem was solved. C. Cite and discuss section of appropriate source pertaining to this subject.
5		2.2.4 SUPERVISING CONTRACTUAL SERVICES *Objective: Cite agency services under contract to outside firms and list a supervisor's responsibilities regarding each service.*

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		A. Identify those services provided by your personnel or outside contractors. 1. Cleaning service 2. Painting and decorating 3. Snow removal 4. Sign painting and repair 5. Lawn mowing and shrub trimming 6. Add your own B. Cite and discuss the section of appropriate source pertaining to this subject. C. Discuss some common problems associated with contractual services and the method of rectifying them. D. Indicate who is responsible for the initial contracting with the commercial vendors. OPEN DISCUSSION FOR QUESTIONS AND COMMENTS SUMMARIZE THE MAIN POINTS OF THE LESSON Review methods of procuring and maintaining equipment and facilities, methods of procuring supplies, forecasting facility, equipment, and supply needs, and supervising contractual services. CALL FOR FINAL QUESTIONS

2.3 PERSONNEL REGULATIONS

OBJECTIVES

After completion of this lesson, each trainee will be able to:

--List and discuss various types of benefits the agency provides its employees.

--Describe the main features of the Agency's Code of Ethics, Standards of Conduct, and Standards of Appearance and discuss their purpose.

--Pinpoint specific employee fraudulent activities, the official agency approach to combating those activities, and possible penalties associated with them.

--Identify and discuss when a reprimand may be the appropriate action taken by a supervisor.

INSTRUCTORS

Material Taught	Instructors
2.3.1	Personnel Man
2.3.2 2.3.3	Lead Instructor

REFERENCES

1. The Driver License Examiner Supervisor's Manual
2. A Compilation of Agency Rules and Regulations
3. Driver license agency personnel policy booklet
4. State employee fringe benefit booklet

MATERIALS

Copies of insurance policies, workmens' compensation forms,

EQUIPMENT

None

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		ADMINISTRATIVE MATTERS A. Take attendance. B. Make announcements. REVIEW OF PREVIOUS LESSON Use previous lesson topics as a review to lead into this lesson. LESSON CONTENT TOPICS *2.3.1 Employee Benefits* *2.3.2 Conduct and Appearance* *2.3.3 Handling Fraudulent Employee Activities* *2.3.4 Reprimanding*
30		2.3.1 EMPLOYEE BENEFITS *Objective: List and discuss various types of benefits the agency provides its employees.* Frequently a driver license examiner supervisor is asked to provide information about rules and regulations regarding employee benefits. This information might concern anything from promotions to retirement. Even if the supervisor cannot commit this information to memory, the knowledge about where to find this information will be quite helpful. A. Ask: What employee benefits might you expect an examiner or clerk to ask about? Responses may be: 1. Pay increases based on cost of living, merit, years of service, promotion, professional improvement 2. Retirement 3. Sick leave and personal leave 4. Compensation while on sick leave or personal leave 5. Vacation and holidays 6. Vacation and holiday pay 7. Insurance benefits 8. Add those listed in State's employee fringe benefit booklet B. Discuss these benefits in detail and cite the section of the authoritative source which pertains to this subject.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
30		2.3.2 CONDUCT AND APPEARANCE *Objective: Describe the main features of the Agency's Code of Ethics, Standards of Conduct, and Standards of Appearance and discuss their purpose.* As public officials, supervisors are expected to be above reproach. In addition, the supervisor promotes adherence to these standards among examiners and clerks. A. Discuss your agency's code of ethics and its purpose. B. Discuss your agency's standards of conduct and their purpose. C. Discuss your agency's standards of appearance and their purpose. D. Cite and discuss section(s) and sources(s) pertaining to these subjects. E. Making the break from being "one of the gang." Ask: What are some special problems associated with changing positions from examiner to supervisor? Responses may be: 1. One probably thinks like an examiner yet must be part of the management of the driver license agency. 2. One has to promote efficiency yet understand and appreciate the examiners' and clerks' desires to socialize and tell an occasional joke. 3. One likes to bolster prestige by being a supervisor yet also wants to socialize with the examiners and clerks. 4. One likes to share information with all employees; yet if a supervisor is not too secure, information may be kept secret. 5. One may like to be accepted by the examiners or clerks but is afraid to become too close for fear of losing some power or authority. 6. Add your own. F. Discuss these problems: 1. Point out official agency position regarding problems of promotion from examiner to supervisor. 2. Indicate how supervisors have dealt with these problems in real-life situations. Give some examples.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
20		2.3.3 HANDLING FRAUDULENT EMPLOYEE ACTIVITIES *Objective: Pinpoint specific employee fraudulent activities, the official agency approach to combating those activities, and possible penalties associated with them.* An organization depends upon the first line supervisor to oversee its operation so its credibility remains unquestioned by upper management and the public. That credibility is based on honest service. Honesty in both word and action should be the constant watchword of the unit and agency. However, there may occur an unfortunate breach of ethics by one of the examiners or clerks requiring a knowledge of the policies and procedures regarding such incidents. A. Ask: What kinds of unlawful activities are most prevalent with those who might succumb to illegal practices? Responses may be: 1. Pilfering monies and adjusting the records 2. Selling falsified applications or licenses 3. Taking bribes from applicants 4. Selling written tests, temporary licenses, etc. 5. Add your own. B. Discuss methods the driver licensing agency uses in combating these activities. Cite the rules and regulations governing such activities using agency source. C. Discuss penalties involved for each kind of infraction.
50		2.3.4 REPRIMANDING *Objective: Identify and discuss when a reprimand may be the appropriate action taken by a supervisor.* Situations may require a supervisor reprimand an employee. This action is not as serious as that for fraudulent activities, but is a necessary tool in the repertoire of a supervisor's abilities. A. Discuss the rule-breakers and their common infractions. Examples of persons who break rules are: 1. Employees frequently tardy for work 2. Employees involved in horseplay 3. Employees taking extra-long coffee breaks 4. Add your own

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		B. Discuss actions a supervisor should take against rule-breakers. Frequently rule-breakers who are the worst offenders of rules aren't the best employees in terms of work output. However, their actions will result in lower overall unit performance if the supervisor doesn't reprimand them. This task is not easy, nor does it mean that the supervisor has a license to hurt others' feelings. Ask: What should a supervisor do if an employee is breaking the rules? Responses may be: 1. If work is good, overlook infraction. 2. Take employee aside and explain effect of actions upon others. 3. Tell the supervisor's supervisor. 4. Discuss the problem with the employee and design an appropriate procedure to rectify the situation. C. Discuss the above responses. Indicate the effects of each action upon other examiners, clerks, and even the supervisor: 1. Overlooking infractions of those who are doing their share of work: a. One possible effect may be that the employee will continue infractions, but hide them rather than keep them in the open. Others will soon be breaking the rules too. b. Another effect is to encourage others to break the rules. If one employee is allowed to break the rules, soon others will break the same rules. c. A third effect is that others may become annoyed with the supervisor for ignoring what appears to be obvious breaking of the rules, become disgruntled, and lower their productivity. 2. Taking the employee aside and explaining the effects of actions on others: a. To the employee who lacks the team spirit and integrity, a simple talk without action may trigger other things. b. To people who do not understand they are doing wrong, it could look as if the supervisor were picking on them.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		3. Telling the supervisor's supervisor: a. This is passing the buck and may indicate to the employee that the supervisor is not ingenious enough to solve the problem. b. It may seriously damage any authority which the supervisor may have. c. Superiors may have serious questions about a supervisor's qualifications. 4. Discussing the problem with the offender and designing appropriate procedures to rectify the problem. a. If the employee wants to improve, this may prove to be very effective. b. If the employee is afraid of making mistakes, this approach will be ineffective. A supervisor should analyze the employees' working environment. If it is a hostile environment, a more amiable one should be fostered with frequent give-and-take between the supervisor and the examiners and clerks. D. Non-conforming practices List some of the frequently observed non-conforming practices and cite source referring to correct practices. Make distinctions between major and minor infractions. They may be such things as: 1. Late arrival for work 2. Abrasive language 3. Sloppy attire 4. Arrogant attitude 5. Gambling or bookmaking 6. Refusing to accept assignment 7. Defacing agency property 8. Falsifying time cards and work records 9. Stealing from the agency 10. Wasting supplies 11. Add your own Ask: Does "major" or "minor" make any difference?

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		E. Supervisor's responsibilities to the non-conformist If many examiners and clerks are observed to be participating in activities that are not in accordance with the rules, perhaps the following list of suggestions will help bring them into line: 1. Having procedures outlined for all personnel and being sure they are stated positively 2. Making examiners and clerks aware of the rules and regulations by putting up a rule a week or using some other method to remind or make them aware of the rules 3. Providing examiners and clerks with an outline of the procedures taken if an individual is practicing non-conforming habits 4. Investigating the problem and making a decison regarding it 5. Taking action: A reprimand or consultation is to the employee's advantage in the long run 6. Following up and checking on the employee's improvement F. Handling major and minor infractions All major and many minor infractions must be dealt with in some manner. A few minor, non-conforming practices can be overlooked if they do not affect the operations of the agency. A supervisor must remember: each person is different, each has a different personality, and each has habits that are brought to the job. Take an example of a "major" and "minor" infraction and follow them through. Explain decisions made. 1. Discuss the agency policies regarding the disciplinary procedures for major infractions. 2. Discuss the agency policies regarding the disciplinary procedures for minor infractions and other non-conforming activities. G. Ask: What are some of the Do's and Don'ts for reprimanding employees? Emphasize the major Do's of reprimanding: 1. DO combine talk with some action. If a solution to a problem is suggested, make sure it is acted upon. If disciplinary action its threatened, use it if warranted. DON'T just suggest action.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		2. DO determine the sensitivity of the person. Take into account his or her feelings. Be friendly when approaching an employee problem. DON'T humiliate the individual in front of either the public or other employees. 3. DO concentrate attention on the infraction committed. DON'T make the criticism a personal attack. A supervisor doesn't have the right or the need for any abusive actions or words. 4. DO be consistent in action. Give the same treatment to all. DON'T show favorites. 5. DO make the action fit the circumstance. DON'T expect the same behavior from the new as well as the experienced employees. The new employees' mistakes probably come from inexperience. The experienced examiners' mistakes most likely are rooted elsewhere such as boredom, laziness, or discontent. 6. DO demonstrate desire to help a person become a better employee. OPEN DISCUSSION FOR QUESTIONS
45		ACTIVITY The following could be used as good activities for this lesson: 1. Distribute case studies of some of the fraudulent activities which have occurred in the past and indicate their disposition. 2. Give the trainees a list of activities which are not considered fraudulent, but may necessitate a reprimand. Have the trainees respond to the way they would handle the cases. 3. Have trainees develop their own examples. 4. Have trainees role play situations discussed under reprimanding.
5		SUMMARY OF THE LESSON Review the lesson by: 1. Outlining the main employee benefits 2. Reminding the supervisors of the need for a good public image 3. Listing some of the most common fraudulent activities and emphasizing the need to keep an eye open for activities which are out-of-line

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		4. Cautioning the supervisor to be very careful in cases of reprimands. Advise them to be fair in their decisions regarding activities which are not quite according to policies and procedures. ASK FOR ANY FINAL QUESTIONS OR DISCUSSION

2.4 OTHER DRIVER LICENSE EXAMINER SUPERVISOR RESPONSIBILITIES

OBJECTIVES

At the completion of this lesson, the trainee will be able to:

--*Identify four organizations requesting the services of a driver license examiner supervisor and discuss the activities involved.*

--*Cite four services provided to other governmental agencies and discuss the purpose for providing those services.*

--*Explain each of the three modes of delegating responsibility and discuss the difference between delegating and abdicating responsibility.*

--*Identify the procedures for controlling agency receipts and expenses and discuss the need for fiscal control documentation.*

--*Describe the use of agency records the supervisor is required to complete and submit.*

--*Cite eight unsafe work situations that may present themselves and discuss their possible remedies.*

INSTRUCTORS

Material Taught	Instructor
2.4.1 2.4.2 2.4.3 2.4.4 2.4.5	Lead Instructor
2.4.6	Emergency Medical Technician

REFERENCES

1. The Driver License Examiner Supervisor's Manual
2. A compilation of Agency Rules and Regulations
3. Newman, W. H. Administrative Action: The Technique of Organization and Management. (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1951), p. 166.

MATERIALS

None

EQUIPMENT

An Agency First Aid Kit

2.4 OTHER DRIVER LICENSE EXAMINER SUPERVISOR RESPONSIBILITIES

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		ADMINISTRATIVE MATTERS A. Take attendance. B. Make announcements. REVIEW OF PREVIOUS UNIT OR LESSON Use previous unit or lesson topics as a review to lead into this lesson. LESSON CONTENT TOPICS *2.4.1 Service to Public and Private Organizations* *2.4.2 Service to Other Government Agencies* *2.4.3 Delegating Responsibility* *2.4.4 Fiscal Matters* *2.4.5 Record Keeping* *2.4.6 Safety and Welfare of Employees and Public*
30		2.4.1 SERVICE TO PUBLIC AND PRIVATE ORGANIZATIONS *Objective: Identify four organizations requesting the services of a driver license examiner supervisor and discuss the activities involved.* An effective service through various organizations is promoting highway safety. Presentations can be made to increase the public's awareness of the purpose and programs of the driver licensing agency and to offer licensing services to large groups. A. Kinds of organizations which may request that a representative such as a supervisor make a presentation or give service: 1. Schools 2. Civic organizations 3. Industry groups 4. Youth groups 5. Safety organizations 6. Other interested groups 7. Add your own B. Ask: What kinds of topics might you as a driver license examiner supervisor be asked to speak about? Responses may be: 1. Bicycle safety 2. Expressway driving

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		3. Original license 4. Future plans of the driver license agency 5. Automated information used in the driver license 6. National Driver Registry 7. Driver license agency's function in highway safety 8. Senior Citizens & driving 9. Add your own C. Ask: What activities might you get involved in regarding outside organizations? Responses may be: 1. Judging "road-eos" 2. Participating in school bus clinics 3. Conducting driver rehabilitation classes 4. Manning booths at fairs, expositions, or shopping malls 5. Driver Education workshops 6. Pre-release program for State Prisons 7. Give some examples from your own experience
30		2.4.2 SERVICE TO OTHER GOVERNMENT AGENCIES *Objective: Cite four services provided to other governmental agencies and discuss the purpose for providing those services.* Many times driver licensing personnel are asked to provide service to other government agencies or departments. These services can be provided by examiners or clerks, supervisors or upper administrative personnel. A supervisor's responsibilities might include providing these services or directing interested individuals to those who do provide the services. A. Those agency services may be: 1. Legislative hearings on new or proposed changed in traffic safety laws 2. Committee meetings of education departments involved in curriculum development for the schools 3. Acting as liaison between driver licensing and traffic enforcement 4. Investigating complaints such as allegations regarding an individual's privilege to operate a vehicle

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		B. The purpose for providing service to these organizations may be: 1. Legislative hearings: to provide the Senators and Representatives with information based on the experience and competencies of the driver licensing agency 2. Committee assignments or meetings with education departments: to provide authoritative information with respect to the proposed curriculum or committee assignment 3. Liaison between driver licensing and traffic enforcement: to provide authoritative information with respect to any changes within the driver licensing agency affecting enforcement 4. Investigating complaints: to receive, research, and act upon authoritative information received by the driver licensing agency
30		2.4.3 DELEGATING RESPONSIBILITY *Objective: Explain each of the three modes of delegating responsibility and discuss the difference between delegating and abdicating responsibility.* A common thing to hear anyone in authority say is: "If you want it done right, do it yourself!" This remark appears to be true, but when looked at more deeply, it suggests the person in authority hasn't done his or her job properly! A. Ask these two questions: What does delegating responsibility mean? Better yet, what does it not mean? (Focus on the second question.) Responses may be: 1. It doesn't mean giving total responsibility to others without giving guidance to their work. 2. It doesn't mean to give responsibility only sparcely without consulting with the examiner or clerk frequently. 3. It doesn't mean to assign a new examiner or clerk to experienced examiners and clerks and then forget about them. 4. Add your own. B. Kinds of delegation of responsibilities:* Following are three kinds of operation modes found not only in driver licensing but in any situation where the duties of employees are monitored by a supervisor. *Adapted from W. H. Newman, Administrative Action: The Technique of Organization and Management, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1951), p. 166.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		1. Assigning examiners and clerks to specific duties such as fee collection, picture taking, giving road tests, etc., all meeting the objectives of the agency. 2. Giving the examiners and clerks permission to make commitments, use resources, and take other actions necessary to the performance of their duties resulting in meeting agency objectives. 3. Building within the examiners and clerks the feeling of responsibility to the supervisor and upper management for the satisfactory performance of their duties. C. Discuss the delegation of responsibilities and identify those responsibilities which supervisors are expected to delegate: 1. Indicate those responsibilities which should be totally delegated after proper instruction. 2. Indicate those which should be partially delegated with intermittent supervision.
20		2.4.4 FISCAL MATTERS *Objective: Identify the procedures for controlling agency receipts and expenses and discuss the need for fiscal control documentation.* (For an outline of Fiscal Controls pertaining to driver licensing and subsequently to supervision of driver license examiners and clerks, see Basic Training Program for Driver License Examiners, Instructor's Lesson Plans, pp. 83-88.) Understanding and control of fiscal matters is important. More important, perhaps, than operational procedures and human relations. Operational mistakes and slight errors which may damage the agency's public image can be rectified by a polite indication that an error was made. However, let there be some undocumented errors in monies and the "roof comes tumbling down." A. Review and discuss those procedures used for fiscal controls by the agency. B. Cite and turn to the sections in the appropriate source which outlines the fiscal policy and procedures of the agency. C. Give some examples of problems that may crop up and have the supervisors search the source for a possible solution. D. Stress the importance of complete documentation of receipts and expenses: 1. On proper forms 2. By short memorandum

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		E. Point out the four "W's" of controlling receipts and expenses: 1. WHY was the money taken in or expense made? 2. WHEN was the money taken in or expense made? 3. WHAT amount of money was received or expended? 4. WHERE was the amount of money received or expended recorded? F. Discuss your agency policy for approvals of major expenses or the procedures to be followed in the case of excessive expenditures by examiners and clerks. Examples may be: 1. Too much mileage on the state car 2. Excessive number and amounts of long distance phone calls 3. Extravagant use of supplies and material 4. Add your own
45		2.4.5 RECORD KEEPING *Objective: Describe the use of agency records the supervisor is required to complete and submit.* Record keeping is very similar to written communications, with the exception of specific forms provided for recording information. Data gleaned from records will contribute to the information upon which decisions about future licensing policies and procedures are made. In addition, documentation by means of record keeping, adds extra protection to supervisors, examiners, and clerks in that complete information about each employee's activities is available. A. Ask: What kinds of records are usually kept by or are the responsibility of the driver license examiner supervisor? Responses may be: 1. Work output in terms of individuals processed through the exam station 2. Employee attendance and personal records of employees for purposes of personnel reviews, discipline discussions, etc. 3. Supplies 4. Facility maintenance and repair 5. Equipment inventory

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		6. Lists of questions asked or complaints made by the public which might point to additional services the agency could provide 7. Phone inquiries 8. Add your own B. Record keeping forms: Show and discuss the use of each form to be completed and the responsibility of the driver license examiner supervisor. 1. Indicate the frequency of completing the form; either daily, weekly, monthly, etc. 2. Indicate the number of copies to be forwarded to headquarters and to be retained by the local examining unit. 3. Indicate to whom the records are to be sent and how they are to be kept in the local examining unit. 4. Point out the section in the authoritative source pertaining to record keeping. 5. Indicate how records are disposed: a. Who does it? b. How often? c. Where is it done? 6. Stress the cost of correcting records and the necessity for keeping them accurate.
45		2.4.6 SAFETY AND WELFARE OF EMPLOYEES AND PUBLIC *Objective: Cite eight unsafe work situations that may present themselves and discuss their possible remedies.* Responsibility for the safety of the examiners, clerks, and the public falls mainly on the driver license examiner supervisor. The supervisor may delegate some of that responsibility to the subordinates, but the final disposition of the results of accidents or illness may be up to the supervisor. The old cliche, "An ounce of prevention is worth a pound of cure," is quite true. Continual attention to areas of the exam facility and road test routes that may cause problems is needed. However, many situations may present themselves when protection cannot be guaranteed. A. Ask: What kinds of situations may present themselves which can or cannot be predicted and may possibly result in accident or injury? How might they be remedied or what response should be made?

2.4 OTHER DRIVER LICENSE EXAMINER SUPERVISOR RESPONSIBILITIES

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		Responses may be: PREDICTABLE: 1. An individual may walk through a glass door. Remedy: Put markings such as triangles, squares, or circles cut out of adhesive backed paper on the glass. 2. Individuals may slip on the floor and fall. Remedy: During rainy weather, cold and snowy weather, or soon after the floors have been cleaned and waxed have the heavy traffic areas mopped continually or make provisions to install mats. 3. While on a road test, an individual may lose control of his or her car on slippery pavement. Remedy: Refrain from road testing under those conditions (indicate your agency policy). 4. Individuals may catch their clothing on a rough edge of a seat or counter. Remedy: Constantly check the facility to make sure such conditions don't exist. If the conditions do exist, take proper measure to take care of them. 5. Add your own. UNPREDICTABLE 1. An individual may fall in the station for some unexplainable reason. Response: provide immediate attention. If the person is conscious, ask about medical attention. If unconscious, move the person as little as possible and cover with garment. Call a physician. (Indicate your agency policy.) 2. While on a road test, an individual has an accident due not to road conditions but apparently to driver action. Response: (Indicate your agency policy.) 3. An individual becomes ill while in the exam station or on the road test. Response: (Indicate your agency policy.) 4. A bomb threat is received. Response: Evacuate the building; contact security force. 5. Due to an accident or a natrual calamity, the exam station becomes damaged. Response: As much as possible, alleviate the possibility of injury to anyone and take the necessary measures to rectify the situation. 6. A piece of equipment or a public service is out of order. Response: If equipment, use a back-up piece of equipment so production isn't interrupted. If a public service malfunction, explain what has apparently happened to the examiners, clerks, and any applicants in the station and immediately call or send for help. In the case of power outage, it may be wise to wait a few minutes before "pushing the panic button." The power may return momentarily.

2.4 OTHER DRIVER LICENSE EXAMINER SUPERVISOR RESPONSIBILITIES

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		7. Add your own. B. From the above situations and other situations identified by the trainees, select a few and discuss all the responsibilities of the supervisor in each case: 1. Reports to make 2. Forms to complete 3. Actions to take
35		ACTIVITY SESSION Have each trainee to do any or all of the following: 1. Outline the information to be used for making a presentation about bicycle safety. 2. Prepare some information that might be used to support the arguments for a change in motor vehicle legislation. (Provide the proposed change in legislation.) 3. List ten responsibilities that could be delegated to examiners and clerks. 4. Complete a fiscal report required of a supervisor. (Provide the proper forms and baseline information) 5. With some prepared output forms (showing the hours worked and numbers of applicants served) prepare a short report summarizing the activities of the examiners and clerks of a unit or branch office. 6. List some unsafe conditions that could present themselves in the course of a week's activities and write the appropriate action to be taken.
5		SUMMARIZE THE LESSON Review each main point of this lesson and use the papers written above as discussion points for the review. 1. Service to public and organizations 2. 2. Service to other governmental agencies 3. Delegating responsibility 4. Fiscal matters 5. Record keeping 6. Safety and welfare of the employees and public CLOSE BY ASKING FOR ANY FINAL COMMENTS OR QUESTIONS

2.5 THE PROFESSIONAL SUPERVISOR

OBJECTIVES

At the completion of this lesson, the trainee will be able to:

--Describe two patterns of organizational management affecting leadership style and describe the forces affecting the change from one style to another.

--Set up a simple system for self-appraisal.

--Describe evaluation as an on-going part of supervision

--Identify those factors to be taken into account for discriminating use of time.

--Describe two approaches for self development and indicate specific activities for each.

--Point out some current events affecting the future policies and procedures, rules and regulations, and statutes governing the driver license agency.

--Outline some procedures a supervisor can use to maintain emotional health.

INSTRUCTORS

Material Taught	Instructor
2.5.1 2.5.2	Management Specialist from a local Community College or University
2.5.3 2.5.4 2.5.5	Lead Instructor
2.5.6 2.5.7	Management Specialist from a local Community College or University

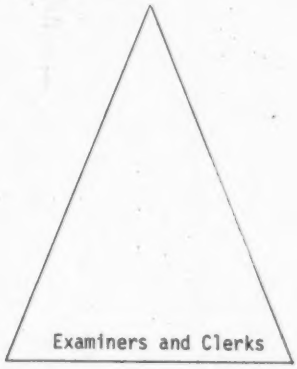
REFERENCES

Pigors, Paul; and Myers, Charles A. Personnel Administration-A Point of View and A Method. (New York: McGraw-Hill Book Company, 1965), pp. 5-24.

McFarland, Dalton E. Management Principles and Practices. (New York: The MacMillan Company, 1970), pp. 283-303.

Paul, Grace. A Short Course in Skilled Supervision. (Chicago: The Dartnell Corporation, 1966), pp. 179-183.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		ADMINISTRATIVE MATTERS A. Take attendance B. Make announcements REVIEW OF THE PREVIOUS LESSON Use the previous lesson topics as a review to lead into this lesson. LESSON CONTENT TOPICS *2.5.1 Developing a Leadership Style* *2.5.2 Self Appraisal* *2.5.3 Reviewing and Evaluating Personnel Performance* *2.5.4 Discriminating Use of Time* *2.5.5 Programming for Self-Development* *2.5.6 Understanding Current Events* *2.5.7 Maintaining One's Emotional Health*
30		2.5.1 DEVELOPING A LEADERSHIP STYLE *Objective: Describe two patterns of organizational management affecting leadership style and describe the forces affecting the change from one style to another.* Time nor space permits extensive discussion of leadership style and its development. It is probably true that each agency has set up an organizational structure clearly defining its style of leadership. Nonetheless, a short discussion of two leadership styles is in order to study possible effects of each. A. The traditional pattern of organization management. This pattern is followed especially by the military or any quasi-military organization. 1. Authority goes directly from the top down, delegating some responsibilities, but demanding full and detailed accountability up the line. 2. At each level in the organization, supervisors are linked to the next higher and lower levels by position descriptions and directives. 3. Work directives, general at the top and more specific at the bottom, specify <u>how</u> the action shall be performed. At the work level they are very specific and unconditional. They tell people how to carry out the purposes, principles, and directives of the organization's management.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		B. The participatory pattern of organization management. This pattern of management is frequently charged with giving up its responsibilities, but this is not the case. The organization's management is still responsible for meeting the organization's goals, but it does so quite differently from the traditional approach. 1. This approach emphasizes mutual responsibility and shared objectives by workers. 2. Many individuals share the responsibility for taking specific actions to meet the objectives of the organization. 3. Through discussion at all levels, the agency's objectives and goals are aired. When the objectives are understood and accepted by the employees they are more easily achieved. Emphasize again this is not a "hands off" kind of management, but a sharing of responsibility to meet the goals of the agency. C. Compare the organizational structures. 1. The traditional pattern. This pattern is similar in shape to a triangle with a narrow base, the chief authority being at the top and several levels of authority below. 

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		2. The participatory pattern. This pattern is broad or flat, signifying a decentralized structure and few levels of authority. D. The two patterns described can be considered at two ends of organizational management continuum. Admittedly, the more authoritarian patterns of management have worked and continue to work in some situations. But changes have taken place in our society which have begun to instill pressures to shift away from the more authoritarian direction and control. Pigors and Myers list nine pressures for change which have forced management to alter their management philosophy. These are: 1. The changing composition of the labor force. - The percent of white collar workers increases by the year. It was 31 percent in 1940, projected to be 47 percent in 1970, and now possibly more. 2. Better educated labor force. - Better than 95 percent of young people in the age group 15-19 attend secondary school. 3. Changes in values held by working people. - The authority of the employer over the employee is no longer absolute as it was 30 years ago. People no longer accept the exercise of authority without question. 4. Different expectations of scientists and engineers. - They prefer being treated as colleagues of the management rather than subordinates. 5. Pressures from labor unions. - Because of the influence exerted by unions toward management decisions, those decisions have to be considered more carefully now. 6. Organizational changes. - With the increases in technology and the decentralization of the divisions of large corporations, the management structure has changed from one-man management structures typified by top-level executives and their committees with decentralized division heads reporting to them.

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		7. Shortages of high-talent manpower. - Advanced industrial societies, such as the United States needs talented manpower. Management's attempts to keep those personnel with offers of side benefits have stemmed the tide of turnover somewhat, but the problem remains. 8. Increasing role of government. - Hours of work, collective bargaining rights, etc. have increasingly come under regulation by federal laws. They may be only indirect constraints, but they do restrict the ability of an organization to exercise managerial authority over employees. 9. Growth of professional management. - The family managed enterprise is virtually non-existent today, having been replaced by the growth of a professional managerial class of workers. Certainly state agencies, including driver licensing, are now managed by professional managers. E. Implications for driver license supervisors. Doubtless, the driver license examiner supervisor is a product of his organization. That organization has built over time a management structure. 1. The driver license examiner supervisor will have to become aware of the management pattern of the agency. Spell out the kind of management pattern specified by the upper-level management personnel of the agency. 2. Outline the options that a supervisor has for operating a unit. Indicate: - Those factors the supervisor can make decision upon; - The style of leadership expected at unit level.
10		2.5.2 SELF APPRAISAL *Objective: Set up a simple system for self appraisal.* People are constantly too self-critical, egotistical, or ambivalent about their capabilities. People who know their capabilities and perform well on the job, know their goals have been achieved and that they have been successful. A. Explain that self-appraisal is simply comparing performance with stated goals. B. The supervisor should be able to set goals to be achieved within one week, one month, or a year or more. At the end of the appropriate time, an evaluation of his ability to meet those goals forms the basis of self-appraisal. C. To the supervisor sincerely interested in self-improvement, this method of self-appraisal will be a welcomed tool.

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		D. Indicate that self-appraisal should not be taken on without some help from another. The other person will be able to keep the goals realistic in terms of time and feasibility. E. Show and explain to the trainees, the agency's suggested method of self-appraisal. If there is none, present a simple method which you know has worked for others. As an example: 1. What are you going to do? 2. How do you know when you do it? Standards? 3. Where are the measurements? 4. What will you do when variances occur? 2.5.3 REVIEWING AND EVALUATING PERSONNEL PERFORMANCE *Objective: Describe evaluation as an on-going part of supervision.* Evaluation of personnel should be an on-going part of supervision. Evaluation, in a formal manner, should occur several times a year and no less than once a year. A. When to make an evaluation 1. At a time when other factors such as pay, leave time, vacation, etc. are not an issue. This will not make it appear to be tied to these factors. 2. Discuss the agency's guidelines regarding the timing of personnel evaluations. B. How to make the evaluation Evaluation is not simply an arbitrary judgment but a regard for an individual's capabilities and goals. Several steps should be considered in making good evaluations. 1. Get employees involved in the evaluation. Let them set their own work objectives. 2. Be careful not to allow employees to set unreasonable goals. Unattainable goals only sow the seeds of frustration. 3. Don't promise employees more than the agency can deliver. Honesty in this respect pays dividends later. Know what the agency offers and spell it out clearly. 4. Make evaluations of employees performance based on the mutually agreed upon work objectives set in Step #1. Don't compare employees with another, but focus on their personal strengths and weaknesses.

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		C. Factors to be considered in setting work objectives. (Also to be considered in evaluation) 1. Neatness and correctness of completing forms 2. Willingness to accept assignments 3. Personal hygiene and grooming 4. Ability to get along with others 5. Care and maintenance of supplies and equipment 6. Ability to put people at ease 7. Ability to give instructions 8. Compliance with agency policies, rules, and regulations 9. Ability to thoroughly administer all facets of the driver license examinations. 10. Punctuality 11. Objectivity, unbiasedness, open-mindedness 12. Add your own or elaborate on any of the above D. Inform employees of the evaluation results. A review and evaluation of the employees' performance is meaningless if all the results are kept from them. Sharing the results with employees also tends to make the evaluator more objective, too. 1. Inform employees of their progress and shortcomings. Compare your evaluation with the work objectives agreed upon at the beginning of the work period. 2. Resolve disagreements on disputed items. If there is some difference of opinion as to whether an employee met the stated objective, air all viewpoints and try to reach some decision. 3. Make certain that employees know what happens to evaluation results. Indicate specifically where all copies go. That may be: a. The Personnel Office b. The employee's file c. The Driver License Chief Examiner's office d. The employee

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		4. Based on the results of the evaluation, agree on some revised work objectives and a course of action to meet those objectives. Add some praise for good work. 5. Try to part on a friendly note. 2.5.4 DISCRIMINATING USE OF TIME *Objective: Identify those factors to be taken into account for discriminating use of time.* The supervisor must begin to depend upon others and they, in turn, must depend upon themselves. However, there are times when the supervisor is called upon to perform duties that seem beyond the call of duty or need serious attention. A. Discuss agency policies concerning after-hours work when a supervisor may be called upon to transport visitors to and from the airport, make talks, or perform some other assignments. B. Discuss the extent a supervisor gets involved in employee personal problems. C. Review those responsibilities to be delegated to others. D. Know when to quit. Some problems can take forever to solve if they are allowed to hang on. In some cases, drop a project or two which is not critical to the function of the agency. E. Solving some of the simplest problems do not need the long involved steps used for decision making. For those quick questions which don't need a lot of research give a quick answer. If you don't know, direct the employee to someone who might know. Remember: If an applicant asks a question, make sure the person to whom they are sent knows the answer! 2.5.5 PROGRAMMING FOR SELF-DEVELOPMENT *Objective: Describe two approaches for self-development and indicate specific activities for each.* Specific areas of weakness may be uncovered through self-appraisal but the action taken to alleviate the weakness will involve self-development. Two main approaches can be taken for self-improvement. A. Engage in technical reading. Because of the amount, importance, and rapidity of change, learning is imperative and continuous for the supervisor. 1. Choose material which fits development needs or widens one's horizons.

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		2. Select condensed material such as: digests, journals, AAMVA newsletters, etc. 3. Keep abreast of agency changes by reading new policies, directives, instructions, and manuals distributed by agency headquarters. 4. Read for content and not exclusively pleasure. Make notes on reading and stop occasionally and mentally summarize what has been read. 5. Try to apply what has been read to the work situation. Discuss new ideas with fellow licensing personnel. B. Examine systems of education. 1. Informal systems such as short-term workshops and institutes are generally specific in nature and oriented toward limited objectives. These are probably more appropriate than formal schooling. Discuss any informal systems of education supervisors of driver license examiners attend. Indicate their purpose, scope, and duration. 2. Formal systems such as community colleges, junior colleges, or universities may offer associate degrees in traffic safety. However, these will take years on a part-time attendance basis. Discuss availability of formal schooling in the area of traffic safety or perhaps management.
10		2.5.6 UNDERSTANDING CURRENT EVENTS *Objective: Point out some current events affecting future policies and procedures, rules and regulations, and statutes governing the driver license agency.* Frequently, the expert is criticized for little feeling or understanding about what is happening in the "real world." That is to say, the expert tends to get too involved with work and dismisses current events as important only to other people. A. Topics of Importance 1. The public expects the driver license examiner supervisor to understand the nuances and idiosyncracies of the driver licensing agency. 2. In addition, the supervisor should be aware of the trends in licensing nationwide. 3. A study of the effects of other social factors upon governmental processes will help the supervisor put driver licensing's traffic safety role in the proper perspective.

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		NOTE: Review Section D for some factors which have also affected society. B. Method Several methods are available to supervisors who are serious about keeping abreast of and understanding the happenings of today. 1. Reading - historical works - current news magazines - newspapers - professional journals 2. Listening and/or watching - radio news and social commentators - television news and social commentators - documentaries 3. Attending conferences and seminars - related to driver licensing - related to social problems or current happenings 4. Indicate some of the most current or future events which could affect your agency.
10		2.5.7 MAINTAINING ONE'S EMOTIONAL HEALTH *Objective: Outline some procedures a supervisor can use to maintain emotional health.* The "grind" of a job can wear an individual enough to cause depression and in extreme cases despondency. This is not to say the information in this lesson will prevent such a situation, but it will give the supervisor some suggestions, which can also be passed to examiners and clerks, for avoiding such problems. A. A prime consideration is job interest. Such phrases as follows might be indicative of work interest. 1. Motivation to do work 2. Work attitudes 3. Does extra work willingly 4. Exhibits enthusiasm

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		Point out that some people are not suited for particular jobs -- they might be promoted far beyond their capacities or capabilities. The responsibilities are just beyond them. B. Showing achievement. Ask: What are the ways in which a supervisor can demonstrate achievement? Discuss each response. Responses may be: 1. Through a highly productive working team of examiners and clerks. 2. Few employee complaints. 3. Good morale of the working team. 4. Positive suggestions for improving the licensing system based on thorough knowledge of the licensing process. 5. Favorable unsolicited comments and letters from past applicants. 6. Add your own. C. Job involvement. Frequently a supervisor or any employee will become so deeply involved in work that it begins to encroach upon personal time. Being involved and being completely immersed in one's work are quite different concepts. Personal time used for developing talents in other areas of endeavor are vitally necessary for maintaining emotional health. Some examples for this category are well-known: 1. Hobbies 2. Involvement in interest groups 3. Outdoor activities 4. Add your own Strongly urge the trainees to continue their current hobbies. If they have none, investigate their interests and help them explore a rewarding out-of-work experience.
15		ACTIVITIES SESSION Have each trainee make up an organization chart of the driver licensing agency with the names of the individuals in each position. Distribute job description and responsibilities of each of the persons in your agency. Discuss each person's duties. Ask the trainees to discuss the organization chart in terms of

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		the two structures discussed in this lesson. Is the chart similar to the very peaked triangle or the very flat triangle? ASK FOR QUESTIONS OR COMMENTS SUMMARIZE THE LESSON Summarize the lesson by briefly reviewing: 1. Organizational status of the agency and the factors which have changed organizational styles in the past. 2. Purpose of self-appraisal. 3. Using time discriminantly. 4. Developing professional capacities. 5. Understanding current events. 6. Keeping emotionally secure. CALL FOR ANY FINAL QUESTIONS

UNIT 3 LEADERSHIP SKILLS

3.1 COMMUNICATIONS

OBJECTIVES

At the completion of this lesson, the trainee will be able to:

--Cite five reasons why effective communication is important between management and employees.

--Indicate the purpose of written communications, the prominent features that differentiate written from verbal communications, and three commonly used formats for written communications.

--Describe the importance of verbal communications, three qualities of an effective communicator, and points which make a verbal communicator even more effective.

--Indicate body movements used in communications and their affect upon the receiver.

--List the three main characteristics of a good listener and describe how one might develop or improve those characteristics.

INSTRUCTORS

Material Taught	Instructor
3.1.1	Lead Instructor
3.1.2	An instructor in communications from a local community college or university
3.1.3	An instructor in speech from a local community college or university
3.1.4	An instructor from a drama or theatre department; a member of a local Toastmasters' Club
3.1.5	Lead Instructor

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MATERIALS

Check with your state's personnel section for materials relating to communications. Materials which resource personnel have.

EQUIPMENT

None

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		ADMINISTRATIVE MATTERS A. Take attendance B. Make announcements REVIEW PREVIOUS UNIT OR LESSON Use key topics of previous unit or lesson for review and lead into the topics of this lesson. LESSON CONTENT TOPICS *3.1.1 Interaction: The Goal of Interpersonal Communication* *3.1.2 Written Communications* *3.1.3 Verbal Communications* *3.1.4 Non-verbal Communications* *3.1.5 Listening*
30		3.1.1 INTERACTION: THE GOAL OF INTERPERSONAL COMMUNICATION *Objective: Cite five reasons why effective communication is important between management and employees.* An extremely important part of supervision is communicating ideas, feelings, instructions and routine information. Interacting is the goal of this interpersonal communication, and is essential to the success of the agency. However, interaction can only be accomplished if communications are effective. A. Effective communication is necessary for maximum productivity. 1. The supervisor cannot lead examiners and clerks productively unless he effectively communicates his instructions to them. 2. Examiners and clerks will only be aware of and interested in agency activities if information is effectively communicated to them. Ask and record answers to this question: What effect might poor communications have on employee productivity? Responses may be: - Examiners and clerks may not know what they are to do. - Examiners and clerks may not know how well they are doing the job, and may lose the desire to perform productively. - Rumors replace correct information, diminishing cooperation between management and employees.

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		B. Effective communication is necessary to implement change. 1. Supervisors must prepare employees for change by keeping them informed of current problems and possible solutions. 2. Supervisors must know how employees feel about change in order to successfully orient them to their changing responsibilities. Ask and record answers to this question: What effect might poor communication have on the process of implementing change? Responses may be: - Examiners and clerks, unable to understand the reason for change, may not accept their new duty with full responsibility. - Employees must feel that they are playing an active part in accomplishing agency goals. Without knowing the reason for change, they may feel they are being "pushed around." - Supervisors may mistakenly feel that employees are content with change and fully cooperative with it. C. Effective communication helps employees realize that management is concerned about them. Supervisors should try to: 1. Communicate information the examiners and clerks want to know. Reasons: To examiners and clerks, the information they think they should be told is uppermost in their minds, and they are more receptive to it. a. The examiners and clerks will benefit from knowing about the informal organization of the agency and the station in which they are working. b. The examiners and clerks want to know information about intangible sources and paths of communication, e.g., what source is reliable and what source is rumor. c. They want to know the extent to which formal lines of authority can be bypassed and when. 2. Communicate information the examiners and clerks need to know. Reasons: Examiners and clerks need to know certain things to properly perform their duties according to agency policy and procedure. a. Examiners and clerks should know about agency operations and future plans.

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		b. They must know new rules and regulations, or changes in policy and procedure that affect examining and/or employee policies. D. Effective communication makes feedback easily accessible. Employees will be able to: 1. Communicate information the agency wants to know, such as: a. Personal thoughts of the examiners and clerks relating to the agency. b. The examiners' and clerks' fears, irritations, anxieties, attitudes, misconceptions, and ambitions. c. The informal organization of the agency, especially where employees are mainly involved. 2. Communicate information the agency needs to know, such as: a. The personal characteristics of the examiners and clerks which affect their value to the agency. b. Their technical competency, their output, their attendance record, and their potential for advancement. c. Suggestions examiners and clerks have for improving the agency and its services. E. Effective communication broadens the field of information that both management and employees are willing to talk about. 1. Successful communication will bring problems to the surface, rather than keeping them underground by a lack of trust or presence of personal fear. 2. Employees will be more comfortable in conversations with management, knowing that there is no communication barrier. 3. An environment of easy communication will diminish suspicion, allowing an employee to talk to management without feeling that his fellow workers doubt his loyalty to them.
60		3.1.2 WRITTEN COMMUNICATIONS *Objective: Indicate the purpose of written communications, the prominent features that differentiate written from verbal communications, and three commonly used formats for written communications.*

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		Most reports made and received by supervisors of driver license examiners in a working situation are verbal, requiring speaking and listening skills. However, there are many occasions when the supervisor must present and receive information in written form by using reports, memos, and letters. Regardless of what it is called, written forms of communication are intended to convey information to someone in the most convenient and usable form. A. Important factors in written communications: 1. Language level. A written communication is just that. Unlike verbal communication, it has none of the accompanying tone of voice, facial expressions and gestures. The language level should be that of the receiver of the communication. 2. Number of items in the communication. The more formal the written communication, the more topics it can accommodate. Yearly reports generally cover all the aspects of driver licensing with which a supervisor is responsible. Office memos are less formal and should contain only one or two ideas. Formal written communications are given more time and attention by the reader while memos, which are less formal, are usually given only a quick glance. B. Assessing the trainees' tendencies to make written communications. To develop the necessary skills and techniques which will enable the trainees to effectively communicate by the written word, have them listen to and answer the following questions. Have the trainees record their answers. 1. Do you frequently avoid or postpone writing? 2. Does your lack of writing ability make you self-conscious? 3. Have you ever written to someone only to have him misinterpret what you've said? 4. Do you only record things on paper when asked to? 5. Do the details of writing overwhelm you? Indicate to the trainees that if they answered any of the questions "yes," then some further study of written communications is suggested. C. Formats of written communication. In organizations such as driver licensing agencies, written communications may take three basic formats: printed forms. memoranda, and formal reports. 1. Printed forms are such things as daily, weekly, or monthly reports of examinations given, complaint forms, accident report forms, etc. (Indicate others your agency uses.)

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		a. Indicate the importance of these forms. They are extremely important as they may be used as back-up information at some future date. b. The supervisor should know the purpose of the form. He should keep the purpose of the form in mind and write in all the pertinent facts required by that form. 2. Memoranda are internal communications. (Give examples of memoranda used by your agency.) Memoranda should: a. Be brief, no more than one page. b. Deal only with one or two subjects. c. Have these three things included in the body: presentation of the facts; an indication of what the facts mean; and an explanation of what is to be done about the facts or situation. 3. Formal reports follow various formats. (If your agency has its own, break it down into components similar to the following.) A formal report may be required on an annual or semi-annual basis and should have the following parts: a. A Title should be included on the cover page with the supervisor's name, position, and licensing branch for which he is responsible. The title should be brief but specific. b. A Table of Contents should be included to indicate the various sections of the report. c. An Introduction should cover the background of the report and explain its purpose. d. A Summary should be provided to give those who cannot read the report the recommendations about the problem or information included. e. The Body of the Report is where the facts and figures are presented in detail. This is where personal views and opinions are discussed. Use known facts where possible. If assumptions are used, identify them. Be honest because the first sign of inaccuracy will tend to make the reader discount the complete report. f. An Appendix should be included if the report is of a technical nature. Included in the appendix are such things as graphs, examination record sheets, fiscal control reports, etc.

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		4. Make a long-range assignment: Have each trainee write a formal report to you about the Orientation to the Driver License Examiner Supervisor Training Course. (This can be done in the evening and be used to check trainee learning as well as your teaching.) The report should not be more than eight pages in length. D. Preparing written communications. A written communication is actually begun far in advance of the time when it is written. It can be a self-initiated communication or in response to an upper level management request. Regardless of where it is initiated, the procedures for preparing a written communication are the same. 1. A well-phrased report is worthless if it does not convey thoughts correctly or give information upper management requires. Check and double check to make sure all the information is included. This will answer any possible questions which may arise due to the communication. 2. Outline this guide for preparing a written communication: a. Determine the reason for writing. b. Understand what is to be written about. c. Look to all possible sources of information. d. Decide what facts and ideas to use. e. Review and evaluate the material. f. Organize and assemble the facts and ideas. g. Summarize what you have found. h. Plan and outline your writing. i. Write a first draft. j. Proofread the draft. k. Revise and write the final written communication.
60		3.1.3 VERBAL COMMUNICATIONS *Objective: Describe the importance of verbal communications, three qualities of an effective communicator, and seven points which make a verbal communicator even more effective.* Verbal communication is probably a driver license examiner supervisor's most important method of communicating, yet it is potentially the most difficult kind of communication to use. A supervisor must be able to stand up and have confidence when talking to others.

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		A. Kinds of verbal communications. Ask and record the answers to the following question: What are some various situations in which a driver license examiner supervisor might be called upon to use verbal communication? Responses may be: 1. On a one-to-one basis with an examiner, clerk, another supervisor, or the chief examiner 2. To two or three people such as when giving a demonstration on a new piece of equipment 3. To a group as when giving a briefing about some new policies and procedures or rules and regulations 4. When giving a speech to a local civic organization 5. Add your own B. Skills of an effective verbal communicator. If handled properly, verbal communication provides a face-to-face, give-and-take communication situation in which misunderstandings, misinterpretations and differences of opinion may be exposed and an attempt made to resolve them. The listening, evaluating, and questioning aspects of verbal communication are the qualities which make it extremely valuable as a tool for facilitating agency programs. To be an effective verbal communicator, an individual should have: 1. A desire to communicate. It may take work, but having that desire makes up for many shortcomings of an ineffective communicator. 2. A receiver-oriented approach to verbal communication. a. Determine the best way to present information to the other person(s). b. Direct communications to others and do not try to focus attention upon yourself. 3. Information tailored to the listener's frame of reference. a. As the old saying goes, "put yourself in the other person's place and see if you can understand what you are saying. b. Look for or listen for clues to misunderstandings - the puzzled or blank look, the long dead-silent pause on the part of the listener. If these are evident, try to transmit the message in another way.

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		C. Preparing for effective verbal communication. The following information is appropriate for one-to-one communication but could also be used for group meetings if modified. 1. Determine what you are to talk to this person about. 2. Know why you have to speak to them - to reach a decision? to persuade them? to inform them? 3. Tell the person why you must speak to them. 4. Develop a title. This obviously won't be used on a one-to-one basis, but it can be fun to think of a humorous title even if you don't use it. 5. Analyze the people you speak to by their positions, their interests, etc. 6. Organize your content into an introduction, body, and conclusion. 7. Ask some questions to determine if they grasped what you said. D. Make an assignment: Ask each person to prepare a brief, three-minute talk on a given topic. It is to be prepared as if it were to be given to a local JayCees group. Either assign the topics or let each trainee choose his own.
30		3.1.4 NON-VERBAL COMMUNICATIONS *Objective: Indicate body movements used in communications and their affect upon the receiver.* Not all communication is written or spoken. All of us communicate non-verbally as well. Most of the time it comes automatically, and we are unaware that we're doing it. Small gestures we make with our hands, facial expression changes, and other bodily movements convey powerful suggestions of inner feelings. A. Recently, researchers have discovered that there is a system to body movements which is nearly as consistent and comprehensible as verbal language. Ask and record the answers to the following: Give some very specific body movements which you have noticed people use when speaking to another. Responses may be: - raised eyebrows - a frowning look - a forced smile - clasped hands

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		- hands behind the head - hands on the hips - scratching the head - rubbing the chin - staring at another person - assuming a rigid sitting position - assuming a relaxed sitting position - movement of the legs - folding the arms - wringing the hands B. Meaning of some common non-verbal body language. Take each of the above-mentioned movements and ask: What might they mean? Responses may be: 1. Raised eyebrows - question or surprise 2. Staring - affection, respect, or incredulity 3. Half closed eyes with a frown - puzzlement or anger 4. Rigid sitting position - not too friendly toward the speaker 5. Rubbing the chin - thoughtful 6. Hands on hips - impatience 7. Hands behind the head - attentive, relaxed 8. Forced smile - tolerance, trying to appear friendly 9. Wringing of hands - nervousness 10. Folding of arms - taking a position in an argument or discussion 11. Movement of legs or arms - an abrupt shift in attitude 12. Clasped hands - approval or favorable indication of action 13. Scratching the head - puzzlement 14. Relaxed sitting position - friendly feeling toward the speaker

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		C. Local body language idioms. Using the above responses and possible meanings of common body language, discuss some local body language usages. Ask: What are some common body languages you have seen and used and illustrate them with an example.
60		3.1.5 LISTENING *Objective: List the three main characteristics of a good listener and describe how one might develop or improve those characteristics.* Discussion so far has been focused on communications to others. Driver license examiner supervisors have to serve as the link in communications between upper level agency management and the examiners and clerks. This also requires that a supervisor be an effective listener. A. Situations requiring skillful listening: 1. In the presence of driver license agency upper level management 2. In the presence of examiners and clerks 3. In the presence of the public 4. In the case of a complaint situation, possibly in the presence of both the employee and the public B. Factors influencing good listening: Several factors make up a good listener. Among the most important is one's undivided attention and memory. 1. Attention - The power of concentrating upon what is said takes some practice. Many times individuals will let their attention wander and not give direct attention to the one who is speaking. Too often those who are listening to a person speak try to think of an answer or rebuttal while the other person is still talking. 2. Memory - People frequently express the desire to have a photographic memory or a tape recorder to get all the details of a conversation. Keep in mind that the most important points of a conversation are repeated while the more subtle items may be stated only once. C. Improving listening ability: Following are some suggestions which can improve attention and memory and thus help make better examiner supervisors. 1. As a guide to improving attention, explain each of the following, with examples: a. Focus only on the topic at hand. b. Don't let personal biases get in the way of facts.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		c. Try to pick out the main items of the conversation. d. Try to anticipate what the person is going to say. e. Mentally summarize what the person has been saying. f. Mentally question what the speaker has been saying. g. Try to "read between the lines" of what the person is saying - watch his body language. 2. Indicate the following to help improve memory: a. Take notes of salient points if necessary. b. Practice writing down the mentally summarized points after the speaker has finished. c. Review what has been said and then check with your notes to see if they correspond. D. Barriers to effective listening:* Here are ten poor listening habits which have been identified as the most common barriers to effective listening. Talk about each barrier and the suggested remedy. 1. Many times you may assume in advance that the subject which an examiner, clerk, or the public brings to your attention will be uninteresting or unimportant. You simply steer your mind along another path before the speaker begins. A remedy: Give the speaker your attention for a few minutes at least. The time given up to appear interested is lost anyway, so try to collect a few grains of wisdom from what the speaker has to say. 2. You may begin by immediately criticizing the speaker's way of delivering his message. Try to focus your attention on what is being said, not who is saying it or how that person looks or talks. A remedy: Every person is an individual with his own personal habits and peculiarities. Seldom do you find that they have charming personalities or witty ways. They probably do have a message. If you concentrate on the words and non-verbal signals you can soon forget your first impressions of the speaker. 3. You can be overstimulated by certain stands or positions that another has taken on a topic or question. The result is that frequently you begin to build arguments opposing the speaker's stand and consequently don't hear all that the speaker has to say. Your time is probably being spent planning a rebuttal rather than hearing all that is said. *Adapted from Ralph G. Nichols, "Listening is a Ten-Part Skill," Nation's Business, July, 1957.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		A remedy: The next time you find yourself in this situation, stop the discussion and institute this rule. Each individual may give his own thought only after he has restated the ideas and feelings of the previous speaker. This clears up any misconceptions before further discussion. 4. You may listen only for factual information and want to be spared the "details". A remedy: The details are often the most important part of the speaker's intent, for they support and make sense of the facts. To remember only facts and figures makes little sense to anyone if the underlying principles are not understood too. 5. You may try to outline everything you hear at an agency briefing with upper level management and consequently hear only part of what has been said. A remedy: Don't try to concentrate on taking notes on everything a speaker has to say, but try to pick out his main points and adjust your note taking to the speaker's organization. 6. You may frequently assume the pose of giving a person your undivided attention while he is speaking, but in reality, hear only bits and pieces of what is being said. A remedy: Concentrate on giving real attention. The experts say that good listening is not a passive, relaxed activity at all, but is characterized by activity accompanied by quickened heartbeat, faster blood circulation, and a slight rise in temperature. You cannot consciously control these factors, but determined listening can result in increased attention. 7. You may permit others to mumble or give you only partial information. A remedy: Don't be timid; be aggressive in your listening habits. Ask a question when the speaker is not clear. Make the speaker explain when he has shoddily slipped over some word or phrase. If an examiner or clerk were to pass unclear or incomplete information on to you, your resultant actions might be incorrect. This kind of listening and questioning is not rude at all, but is really a form of flattery to the speaker. It shows you really think that what he is talking about is important. 8. You may tune out any message that borders on a technical subject. A remedy: Driver licensing and society in general are getting more and more technical every day. Computers are used for the issuance of licenses. The National Driver License Registry uses computers in the storage and retrieval of information about driver records.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		To the person who knows nothing of driver licensing processes and procedures, your explanation may sound technical, even if it's simple. Again, question the speaker if what he is saying is unclear. You will learn something. 9. You may shy away from words or phrases you find distasteful. A remedy: Try your best to let the current phrases or words, which are in vogue, pass by. Listen only for the content of the discussion. Put your biases in the drawer of a desk and listen to the speaker on his terms, not yours. You will be coming into contact with all sorts of individuals, be they agency personnel or the public. They will no doubt come from all walks of life, so be prepared to hear most anything and above all - DON'T BE OFFENDED BY THEIR WORDS! 10. Your mind may wander while listening to others talk. A remedy: Be alert to the fact that you can think at about four times the speed of normal talking. Do not fall into the trap of allowing that extra thinking time to become a time for your thoughts to wander. Use it for summarizing the speaker's ideas. OPEN DISCUSSION FOR QUESTIONS ABOUT THE TOPIC OF COMMUNICATIONS
5		SUMMARIZE THE LESSON Stress the importance of communications in the achievement of the objectives of the agency. Emphasize the most important kind of written communications used by the agency. Emphasize the kind of verbal communication which is most apt to be crucial in the functioning of the agency. Remind the trainees of the effect of body gestures upon the recipient of a verbal information. CALL FOR ANY FINAL QUESTIONS

3.2 HUMAN RELATIONS

OBJECTIVES

At the completion of this lesson, the trainee will be able to:

--*Indicate those factors included in employee behavior affecting the image of the agency.*

--*Identify and cope with behavioral problems affecting operations of the agency.*

--*Describe special problems encountered in business telephone conversations and give some solutions for those problems.*

--*Describe problems associated with requests made by people and the possible solutions.*

INSTRUCTORS

Material Taught	Instructors
Complete Lesson	Lead Instructor and an individual knowledgeable in handling people. For example, a public utilities business representative, an airlines hostess, or a human relations specialist

REFERENCES

American Association of Motor Vehicle Administrators. Testing Drivers: A Manual for Driver License Administrators and Examiners. Washington, D. C.: American Association of Motor Vehicle Administrators, 1967, pp. 30-31.

Carvell, Fred J. Human Relations in Business. New York: The MacMillan Company, 1970.

Davis, K. Human Relations at Work. 3rd Edition, New York: McGraw-Hill Book Company, 1967.

Simon, Herbert A. Administrative Behavior. New York: Free Press, Inc., 1967.

Telephone etiquette films from the local telephone company

Thompson, James D. Organization in Action. New York: McGraw-Hill Book Company, 1965.

MATERIALS

Copies of case studies of "people problems" which have occured within the agency. One copy for each trainee.

Copies of written complaints about examiners, clerks, and the agency in general. See appendix D for some usable samples.

EQUIPMENT

Film projector if etiquette film or other human relations films are used.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		ADMINISTRATIVE MATTERS A. Take attendance B. Make announcements REVIEW OF PREVIOUS LESSON Use key topics of the previous lesson for review and lead into the topics of this lesson. LESSON CONTENT TOPICS *3.2.1 Presenting a Positive Image* *3.2.2 Handling People Problems* *3.2.3 Using Pleasing Telephone Manners* *3.2.4 Approving and Denying Requests*
30		3.2.1 PRESENTING A POSITIVE IMAGE *Objective: Indicate those factors included in employee behavior affecting the image of the agency* Read a letter of complaint as an introduction. The driver license agency, with its many examiners, clerks, and supervisors is very visible to the public. When an individual enters an exam station, chances are he will spend from fifteen minutes to an hour informally observing the personnel. Frequent contact with these individuals makes the image portrayed by the supervisors, clerks, and examiners very important. The "customers" scrutinize agency personnel and invariably form impressions of all government personnel from these observations. A. The image you and your subordinates present to the public is based on three main things. 1. Appearance 2. Quality of service 3. Courteousness of service B. Each of these factors affect the image created by the driver license agency personnel. 1. Appearance - Refer to Lesson 2.3 of the Instructor's Lesson Plans and review the main points of the appearance of an examiner, clerk, or supervisor. 2. Quality of service - Emphasize the need for being thoroughly familiar with all agency policies and procedures. Also stress the importance of admitting falibility and looking up an answer or calling upon an authority for help.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		3. Courteousness of service - Probably the one thing for which examiners, clerks, and supervisors will be remembered is the way they handle the public. C. In addition to the above things which affect the image of driver licensing agencies cite some habits to cultivate to improve any or all of the above. Factors such as: 1. When talking to someone, either agency personnel or the public, identify yourself by name. 2. Find out the other person's name too, and use proper titles such as Mr., Mrs., or Ms., sir or M'am. Be up on contemporary phrases. 3. Even on "off days" when you don't feel well, make the special effort to be courteous. Smile every once in a while, but don't frown too often. 4. Be positive in your approach to problems. They can all be solved or rectified in the end. 5. Compliment before you correct. It's an old saying, but it works! You'll get more mileage out of your words if you follow this simple message. 6. Maintain self-control. In the popular idiom, "don't blow your cool". Too often when one resorts to emotion based comments and actions, no one benefits. 7. Use a normal tone of voice. Raised voices with the wrong inflection can make for raised tempers. 8. Be fair in your actions. Prejudices have no place in your business. 9. Take the other person's problem seriously. Be they agency personnel or the public, they likely think their problem is serious or they wouldn't contact you about it. 10. Demonstrate your willingness to operate your unit as a team. Encourage positive criticism and try not to resort to dogmatic authoritarianism. In other words, explain what you are going to do, why you're going to do it, and then do it. 11. Solve problems with words and positive action. Resorting to physical violence is the response of too many people today. Don't join their ranks. 12. Free yourself of all idiosyncracies which may be offensive to others. Among those you might discard are gum chewing while on duty, breathing in another's face, clearing your throat constantly, sniffing your nose constantly, or playing with a retractor on a ball-point pen. 13. Just be honest with the person.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
25		3.2.2 HANDLING PEOPLE PROBLEMS *Objective: Identify and cope with behavioral problems affecting operations of the agency.* Invariably problems occur. If they didn't you probably wouldn't need to be a supervisor. Your main function is to work toward the elimination of situations which cause problems. Should problems occur, work toward the solution of them. People problems can involve agency personnel as well as the public. Other than knowing some agency policies and procedures, rules and regulations, and state statutes, the method of handling the problems and dealing with the people is virtually the same. A. Ask: As a supervisor, what kinds of problems might you be confronted with from your "customer", the public? Responses may be: 1. Applicants who complain about the slow service of the agency. 2. Applicants who are fearful of a driving or written test. 3. Applicants who are arrogant and abuse an examiner or clerk. 4. Add your own. B. Suggest methods of handling these kinds of applicants who have been successful in the past. C. Take suggested solutions and have trainees indicate other methods of handling the problems. D. Cite and discuss the authoritative source pertaining to people problems.
15		3.2.3 USING PLEASING TELEPHONE MANNERS *Objective: Describe special problems encountered in business telephone conversations and give some solutions for those problems.* Sometimes talking to someone on the telephone is like talking in the dark. The person can't be seen, but a pleasing quality is quite evident. This doesn't mean that they have a voice which is the result of professional coaching. Sound has less to do with it than one might imagine. The words used and the way they are said go a long way toward pleasantness on the telephone. Both persons are at a distinct disadvantage. Neither can see the other and must rely totally on what comes through the receiver. A. Give some examples of inquiries reaching the exam station over the telephone, directed to the supervisor.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		They could include: 1. A question about a special license 2. A clarification of a licensing procedure 3. An inquiry about an employee 4. A request for information with which the agency has no responsibility. B. Explain how to answer the telephone. 1. Excuse yourself from other conversations and answer the phone promptly. 2. Identify the exam station and yourself. 3. If the call is for someone else who is not immediately available, ask if you can take a message or ask the person who called to return the call. If you can, indicate how soon the caller may expect a return call. If the circumstances allow, you could offer the caller assistance or suggest someone else in the exam station who could help them. 4. Some calls come to the exam station which should be directed to some other agency or information source. The caller either doesn't know the correct place to call or someone has directed the call to the exam station. There are basically two responses which are appropriate in these instances: a. If you know where the person should call, and are really sure about it, either transfer the call or give them the number. b. However, if you're not sure, tell the caller you will find out and call them back. Don't make unnecessary transfers.
40		3.2.4 APPROVING AND DENYING REQUESTS *Objective: Describe problems associated with requests made by people and the possible solutions.* A supervisor should be quite familiar with the rules and regulations of the agency. Interpretation of those rules and regulations is another responsibility especially when it comes to making a decision about a specific request. (A review of the decision making process may be appropriate at this point) A. Approving or denying requests will probably not lead to winning a popularity contest, but popularity contests are not what supervision is all about.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		B. Some things to reduce the "bad taste" of unpopular decisions are: 1. A valid reason for making the decision. 2. Explaining the decision-making process to all involved persons. 3. Explaining the alternative consequences if the decision had gone the other way. 4. Attempting to keep the approval or denial of a request from being personal in nature. C. Ask: What kinds of requests might you expect examiners and clerks, or the public, to make of you? Responses may be: 1. Time off for a wedding 2. A special favor for a relative 3. Use of a state car for personal reasons 4. Permission to use or wear non-regulation clothing 5. Add your own D. Examine the above, indicating the proper decision for each. Explain reasons and the manner in which you would tell the person making the request. E. Have an open discussion on the subject of image as presented by the supervisor or other licensing personnel to the public. 1. Have trainees define a "positive image". 2. Give them the opportunity to identify the effects of a "negative image". 3. Have the trainees cite and list specific actions of licensing personnel positively and negatively affecting the agency's image. F. Distribute some case studies of "people problems" which have occurred within the agency. Discuss the responses of the agency personnel to the problems. Have the trainees handle the problem in their responses.
5		SUMMARIZE THE LESSON Highlight the main points of each lesson topic for review. 1. Presenting a positive image 2. Handling people problems

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		3. Using pleasant telephone manners 4. Approving and denying requests CALL FOR ANY FINAL COMMENTS OR QUESTIONS

3.3 DECISION MAKING

OBJECTIVES

After completion of this lesson, each trainee will be able to:

--Define "problem" and describe two criteria for knowing when a problem exists.

--Cite two rules to be followed in analyzing a problem and give examples.

--Identify two main difficulties encountered when gathering facts and discuss their implications.

--Give four reasons why others should be consulted for advice about solutions to problems.

--Identify four things which might have to be done to facts, information, and advice before they can be used.

--List five factors to be considered when solving a problem.

--Spell out four key steps to be considered when implementing a solution.

--Describe follow-up to solution

INSTRUCTORS

Material Taught	Instructor
Complete Lesson	Either lead instructor, management specialist, or both

REFERENCES

McFarland, Dalton E. Management Principles and Practices. (New York: The MacMillan Company, 1970), pp. 75-132.

Grace, Paul A Short Course in Skilled Supervision. (Chicago: The Dartnell Corporation, 1966), pp. 203-08.

U. S. Department of Agriculture, Graduate School. Success Oriented Supervision. (Washington, D. C.: Graduate School, U. S. Department of Agriculture, 1971), Part 6.

MATERIALS

None

EQUIPMENT

None

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		ADMINISTRATIVE MATTERS A. Take attendance B. Make announcements REVIEW PREVIOUS LESSON Use the key topics of the previous lesson as topics for review prior to leading into this lesson. LESSON CONTENT TOPICS *3.3.1 Defining the Problem* *3.3.2 Analyzing the Problem* *3.3.3 Gathering All the "Facts"* *3.3.4 Soliciting Advice* *3.3.5 Analyzing Facts, Information, and Advice* *3.3.6 Deciding Upon Solutions* *3.3.7 Taking the Proper Action* *3.3.8 Follow-up to Solution*
10		3.3.1 DEFINING THE PROBLEM *Objective: Define "problem" and describe two criteria for knowing when a problem exists.* Decision making is the process for making judgments about courses of action. To make decisions about a problem, the problem must first be defined. The results of the problem are probably visible in terms of mistakes on forms, errors in testing, or unhappy applicants. The results are the manifestations of the problem. It is necessary to get to the source of the problem and define exactly what the problem is. A problem properly defined is often quite simple to solve. A. What are problems? 1. A definition--Problems are differences which exist between the way things are and the way things ought to be. 2. Another definition--Problems are those things that block and prevent a work unit or an exam station from being what it ought to be. B. How is it determined that a problem exists? 1. First, by knowing how things ought to be. Once that is known, it is easier to tell if proposed solutions to a problem do, in fact, contribute to the problem's solution. 2. Second, by knowing how things are. The ability to clearly express the state of conditions is crucial to making any decisions about possible solutions.

TIME	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
10		3.3.2 ANALYZING THE PROBLEM *Objective: Cite two rules to be followed in analyzing a problem and give examples.* The next step in decision making is analyzing the problem. This step requires objective and clear thinking. Two rules should be followed: A. Rule #1 -- Try not to imply a solution to the problem in the statement of the problem. A statement of a problem, which implies a solution, usually identifies the symptoms of the problem and not the problem itself. Examples might be: 1. "We don't have enough vision screening machines." The implied solution is to get more vision screening machines. 2. "We have too many forms to complete per applicant." The implied solution is to get rid of some of the forms. 3. Ask each trainee to state a problem with an implied solution. Record them. B. Rule #2 -- Try not to blame one person for the problem. This focuses attention and fact-finding on just one person. Persisting in this behavior makes you look at a problem narrowly and miss much information. Examples might be: 1. "If Vern came in on time, we could meet our quota for the day." The implication is that Vern's lateness caused the problem. 2. "If Dona filled out the report as requested, we wouldn't have missed the deadline." The implication is that Dona's mistake was the cause of the problem.
15		3.3.3 GATHERING ALL THE "FACTS" *Objective: Identify two main difficulties encountered when gathering facts and discuss their implications.* Gathering facts and information about a subject is not too difficult as long as you do not collect hearsay. Hearsay has no place in "fact" gathering. If there is information pertaining to the subject which comes from a second-hand source, it should be checked and verified.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		Two major difficulties are encountered when you gather facts. They are (1) determining when to stop gathering information and (2) refraining from evaluating the facts before gathering all of them. A. Determining when to stop gathering information: 1. Rarely will you be able to gather <u>all</u> facts regarding a certain situation. Some facts are buried and so obscure that nobody would ever find them. 2. Other people in an attempt to "solve" the problem in short order make decisions after too little fact searching. 3. One must be realistic and set a time limit for gathering information. After all, the goal is not to seek the <u>absolutely best solution</u> but to seek the <u>best solution given the facts and time available</u>. 4. Some people use the excuse they haven't gathered all the facts in order to delay a decision. B. Refraining from evaluating facts before gathering all of them. 1. Rarely can facts be gathered in one large effort. They will be gathered in an irregular fashion, a few one day, a few the next. 2. Facts, which are evaluated as they are collected, tend to to slant the remainder of the fact collection toward a a hastily made evaluation. 3. It is best to collect all the facts possible in the allotted time. Then the facts must be analyzed to make a decision.
10		3.3.4 SOLICITING ADVICE *Objective: Give four reasons why others should be consulted for advice about solutions to problems.* A decision maker is not alone in a sea of adversity. Upper level management and possibly experienced examiners will be able to give some advice on a particular problem. Remember, a supervisor is a facilitator, not a walking encyclopedia. A. Involving others in decisions adds value to the decisions made: 1. The others feel important because they have had something to say about the decision. 2. Some criticism concerning the decisions eventually reached will be lessened if others have been asked for help. 3. The others are kept aware of some of the problems needing solution within the agency. 4. Significant other people may have more knowledge of the problem, thus more information about the subject can be gathered.

TIME	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		B. Ask: What kinds of problems do you think you should ask advice about? Responses may be: 1. A problem involving the policies and procedures needing interpretation 2. A problem involving personnel. 3. A problem involving the public 4. Add your own C. Describe those problems which should not be discussed with everyone. Those problems may be: 1. A person's marital problems 2. A person's financial problems 3. Add your own
15		3.3.5 ANALYZING FACTS, INFORMATION, AND ADVICE *Objective: Identify four things which might have to be done to facts, information, and advice before they can be used.* The next step is to review, analyze, and evaluate the facts, information, and advice which has been gathered. A. Several things must be done with respect to the "facts" and advice collected. A decision maker must: 1. Fit the facts together and determine how they bear on the problem. 2. Be prepared to redefine the problem in light of new "facts" uncovered. 3. Check the reliability of any information which may be suspect. 4. Divide the "facts" into causes of the problem, and the circumstances involved at the time of the problem. B. A decision maker must use good judgment in the analysis of the input. Do not: 1. Confuse "facts" with inferences or hearsay. 2. Let personal attitudes and biases influence evaluation of "facts".

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		C. If all "facts" cannot be obtained, the decision maker should: 1. Make some well-based assumptions. Be sure they are logical and supported by other "facts" and not just personal attitudes or biases. 2. Use the advice of others.
20		3.3.6 DECIDING UPON SOLUTIONS *Objective: List five factors to be considered when solving a problem.* Many solutions will probably suggest themselves. A good decision maker: A. Won't try to come up with only one "right" solution to every problem. There aren't any. 1. Having one "right" solution is the major cause of poor problem solving. 2. One "right" solution may solve the problem at hand, but cause more problems than it solves. Problems will multiply. B. Will consider a full range of possible solutions from the absurd to what appears to be the "best." C. Will compare all these solutions with the way things "ought to be." In other words, compare the possible solutions with agency criteria. Does it fit? D. Will select the best solution and consider the ramifications of the decision. Here are some questions which must be asked: 1. What are the short-term effects? What is going to happen tomorrow or next week as a result of this decision? 2. What are the long-term effects? What will happen six months to a year from now as a result of what is decided today? 3. How much of the agency's resources in terms of time and money will this cost? Will this decision require more man-hours expended than are allotted? 4. How acceptable will the solution be? 5. What are the results of each solution? Do the results justify the action taken?
15		3.3.7 TAKING THE PROPER ACTION *Objective: Spell out four key steps to be considered when implementing a solution.*

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		The next logical step in decision making is to take action. Action is taken by implementing the solution. A. Develop a plan which spells out: 1. Why it has to be done. 2. Who has to do what. 3. When it has to be done. 4. Where it is to be done. B. Try out the solution in a small or limited area if the decision may affect large numbers of people. C. Communicate with those people affected who had little to do with the decision making process. They may be the biggest obstacle to the change. D. Don't implement the solution without adequate preliminary information about the problem. It will pay for itself with less lost time.
15		3.3.8 FOLLOW-UP TO SOLUTION *Objective: Describe follow-up to a solution.* Making a decision and then not having any way of determining the effectiveness of its implementation may be as poor a supervisory practice as making no decision at all. A. An effective decision is the decision which produces the desired results. Survey your solution to determine if: 1. It is high quality based on facts. 2. It is acceptable by the persons involved in the problem. 3. It doesn't spawn additional problems. B. The criteria for judging the effectiveness should be established as indicated in Lesson Topic 3.3.1, Defining the Problem, "the way things ought to be". C. Unfortunately, the process of decision making doesn't end when the problem is solved. The decision maker should continually check to make sure the decisions made: 1. Do what they should, that is, move the present situation to "the way things ought to be". 2. Are still applicable to a change in the agency environment. 3. Can be revised in light of subtle shifts in policies and procedures.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		OPEN DISCUSSION FOR QUESTIONS If no questions are asked, ask the trainees these following questions: 1. If there were some problem concerning the number of hours spent by the examiners for completing applicant application forms, how would the problem be rectified? Is there a problem with the number of hours in the first place? 2. What if an applicant came to you and said, "You've got a problem with one of your people. He's been passing people on their road tests when he should not have passed them." How would you propose to attack this situation? 3. What different resources would you contact in your attempt to gather all the "facts" about a problem with personnel regulations? With procedures? With fiscal matters? 4. Present a problem: form trainees in groups and have them offer solutions. 5. Add your own.
5		SUMMARY OF LESSON There are no shortcuts to good decision making. Simple problems, as well as complex problems, require this method at least as a check list. Complex problems should not be avoided, but attacked head-on using these steps as starting places to insure a step-by-step method for success. A. Define a "problem." B. Review the eight steps suggested which may be used to solve problems. Say a few words about each: 1. Defining what the problem is 2. Identifying the source of the problem 3. Bringing together all the facts 4. Getting advice from others 5. Analyzing facts, information, and advice 6. Making a decision about the solution 7. Implementing the solution 8. Determining if the solution solved the problem C. Emphasize the importance of attacking a problem before it spawns other problems. CALL FOR ANY FINAL QUESTIONS

3.4 MOTIVATION

OBJECTIVES

After the completion of this lesson, each trainee will be able to:

--*Define principles that can be used to inspire and encourage ourselves and others to gain greater satisfaction and rewards from the work we do.*

--*Determine reasons for setting work task standards.*

--*Explain the difference between the supervisor imposing the planning and doing of a task and letting it develop with participation.*

--*List the pros and cons of the participative approach to task accomplishment as related to motivation.*

--*Cite and describe four factors which could improve morale in a driver license agency team.*

INSTRUCTORS

Material Taught	Instructor
Complete Lesson	Lead Instructor, Vocational Psychology Professor, Training and Development Specialist from Business or Industry

REFERENCES

Morris, Jud. The Art of Motivating. (Boston: The Industrial Education Institute, 1968).

Pigors, Paul, and Myers, Charles A. Personnel Administration: A Point of View and a Method. 5th ed.; (New York: McGraw-Hill Book Company, 1965), pp. 102-25.

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MATERIALS

None

EQUIPMENT

None

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		ADMINISTRATIVE MATTERS A. Take attendance B. Make announcements REVIEW PREVIOUS LESSON Use the key points of the last lesson as topic for review prior to proceeding with this lesson. LESSON CONTENT TOPICS *3.4.1 A Look at Motivation* *3.4.2 Developing Standards for a Task* *3.4.3 An Example of Participative Leadership* *3.4.4 Gathering the Observations From the Assigned Task* *3.4.5 Principles of Motivation* 3.4.1 A LOOK AT MOTIVATION *Objective: Define principles that can be used to inspire and encourage ourselves and others to gain greater satisfaction and rewards from the work we do.* NOTE: Success in this session depends on getting good discussion from the trainees. Some of the participation will be done in 3 or 4 person groups with the group reporting their results. When this technique is used, put their inputs on the board or easel pad and make certain that everyone is heard. The leader can encourage group participation by eliminating evaluation and waiting for the comments to develop. Any person who is responsible for the performance of others recognizes the need for, and the value of, motivation. He has either been the recipient of good or bad motivational practices, and he may have had success or failure in his own applications involving other people. Almost any training material lists motivational skill as an important part of the supervisors "tool kit". Unfortunately, some sources leave the feeling that the supervisor must impose motivation on his people. Experience tells us motivation is caused but cannot be imposed. In other words, the supervisor can, and must, create and maintain a climate where people motivate themselves. How can we improve our ability to create this climate? Studying books about supervision and management is one way. Many of us, however, find this approach impractial and have difficulty applying what we read. The approach we will use in this session is based on the premise that within our group there exists motivation know-how. Much of this know-how was probably learned in the kind of work we are doing. We will learn from each other.

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20		3.4.2 DEVELOPING STANDARDS FOR A TASK *Objective: Determine reasons for setting work task standards.* Divide the trainees into groups of 3 or 4 with each group as separated from the others as possible. Say something similar to the following: "This activity is actually a kind of game, but let's think of it as if it were a procedure change, a problem that affects a person or group of people who work together, or a situation which needs improving. Whichever it is, the approach would be similar. Every task in life has two conditions which cannot be omitted by the responsible person if he or she wants to ensure that the task is completed properly. Let's determine those two conditions." A. Ask these questions and record the answers: 1. Why do we need to measure the performance of a task? 2. How can we control the cost of performing a task? 3. How can we make certain that the task is done the way we want it done? After discussion of these questions the following two basic responses will be reached: -- the quality of performance -- the cost of performing the task B. Ask this question and use the answers to stimulate discussion: 1. What are some examples of tasks in your job where quality and cost are known and critical?
45		3.4.3 AN EXAMPLE OF PARTICIPATIVE LEADERSHIP *Objective: Explain the difference between a supervisor imposing the planning and doing of a task versus letting it develop with participation.* A. Hold up an unmarked random numbered sheet (see following page). Indicate that the task which each group will perform involves this sheet of paper containing numbers one through fifty. The instructions are as follows: 1. A line should connect each number between one and fifty in sequence. 2. The neatness or straightness of lines are not important. 3. Lines may cross other numbers and lines on the way to the number in sequence. THESE QUALITY STANDARDS MUST BE MET! (A completed sheet is shown on page 133. Don't show it until all the groups have finished.)

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		B. Ask the following question: How can we measure the cost standard? Measuring time is one part of cost. The time standard for this task is 4 and 1/2 minutes. We now have instructions, or the quality standard, and a time standard. Here is your assignment: 1. Each group will have 10 minutes to plan their strategy, develop the approach they will use, and practice that approach. Some acceptable approaches may be: --more than one person working at same time; --identifying and using number location by quarters of sheet; --memorizing the number location; and, --practice of a good method. DON'T ALLOW TIPS TO BE SHARED WITH OTHER GROUPS! 2. At the end of the 10 minute period, each group will take one unused random number sheet. 3. At a start signal, each group will complete the task according to the standards given. 4. Signal when your group is finished so that the time can be recorded. One finished sheet from each group completes the assignment. 5. Questions about the assignment will be answered for the group asking the question only. Indicate to the trainees before they actually perform the task that: This may appear to be a simple task; however, it provides an opportunity to observe how people work together. Be alert to the behavior of the people in your group as well as other groups as the assignment develops. We will discuss your observations and use this experience to develop some principles of motivation which will be helpful in your dealing with people. C. Have trainees perform the assignment.
30		3.4.4 GATHERING THE OBSERVATIONS FROM THE ASSIGNED TASK *Objective: List the pros and cons of the participative approach to task accomplishment as related to motivation.* A. Have the group with the lowest time show the approach and method they used Ask: Did they follow the quality standards and instructions?

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		B. Verify the quality standards used by the "low time group". They reduced the time from the 4 and 1/2 minute standard to _____ (their time). C. Have each group answer the following questions: (Place these on a visual so all can see) What caused the improvement? Why did you want to improve? What kinds of people-action made it happen? What kind of conditions, or actions, could have stopped the improvement? D. In order that each group will function well, have them select a chairman and a secretary first. The chairman will keep the discussion on track, and the secretary will take notes. The secretary will also report your group's comments to us all later. Look for individual or group action during the assignment which could lead us to principles which apply to day to day supervision. E. Have the secretary from each group, give one answer for one of the questions. Record the comments so similar thoughts will not be repeated. This method will also allow all to share the thinking of each of the groups. Proceed from secretary to secretary until all the thoughts are captured. Typical answers may be: --We enjoyed the task. It was fun working together. --We felt free to try things. Ideas came from many sources. --We were competing with the other groups. Improvement is natural if you aren't afraid. --We changed the method. --We saw some resistance. --We imposed limitations that were not in the instructions. --We thought it was a trick, etc. ONLY ADD THESE IF THE GROUPS DO NOT SUGGEST THEM.
30		3.4.5 PRINCIPLES OF MOTIVATION *Objective: Cite and describe four factors which could improve morale in a driver license agency team.*

TIME	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		Start this lesson by saying something similar to the following: "The responses to those four questions are observations of the kind of people-action that occurred during the task. Probably each group also made some observations from real work experience. Turn to page 88 of your TRAINEE STUDY GUIDE and look at the principles of motivation listed there." These principles have been developed through many years of work experience by many people in management. They are sufficiently universal in their application, and they give such predictable results that they belong in every supervisor's "tool kit". We will look at them one at a time and see how many of the comments we have listed are covered by these principles. A. Principle of Participation Results tend to improve as people take part in the decisions and actions affecting the planning and doing of their work. Participation means involving people in those matters directly related to their job. It is asking the "doers" for their suggestions, ideas, and advice about both the planning and doing of their work. In some situations, the supervisor can have good results by involving his people prior to forming his own ideas and solutions. This approach works because people enjoy working together to improve a situation or install a new approach on their job. Experience has proven that when people really have a role in a decision they are much more likely to want to succeed than if it is imposed from without. Participation, however, will not work with all people in all situations at all times. The following guidelines will help you to choose when to use participation to improve results: 1. Supervisors always remain accountable for results even though they have asked for and received assistance from their people. 2. If people can't be expected to contribute to the solution, they should not be asked to participate. If they do not have adequate prior knowledge, experience, or objectivity, participation might cause frustration because their contribution would not be acceptable by the supervisor. 3. Every suggestion merits acceptance or an answer of why it can't be used. When a decision is announced make sure that those who participated get recognition. If in doubt, give the credit to your people and preferably in front of those they consider important. B. Principle of Communication Results tend to improve as people are kept advised of those matters involving them. Communication gives work meaning. It creates a feeling of working with the supervisor, rather than for him. When a supervisor makes an obvious attempt to keep his people informed, he is demonstrating that he thinks they are important. If people know what the goals are and what progress is being made toward them, they feel more like a member of a team. Bowling would not be fun without the other people, the pins, the recorded score.

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		C. Principle of Recognition Results tend to increase as people receive recognition for their contribution. People will work hard if their efforts are recognized. When a supervisor gives credit to a person who has earned it, he is making clear that the person is an important member of the team. It is also a good way for the supervisor to provide positive re-enforcement of expected performance. We sometimes tend to pass on mistakes only. Recognition must be sincere because almost all of us recognize flattery and are not fooled by it. Recognition is made more effective if it can be given to a subordinate in the presence of the supervisor's own boss. D. Principle of Delegation Results tend to increase as people are provided authority to make decisions which have a bearing on their work. When we give people authority, we are saying I TRUST YOUR JUDGMENT. We make it plain that we think the people are capable and important. Requiring our people to come to us for every decision makes them feel like children. Successful supervisors delegate as much authority as possible and as close to where the job is done as possible. Giving people authority to make their own decisions makes them an important part of the results they want to accomplish.
7		SUMMARY OF LESSON The premise of this session has been that motivation, important as it is, cannot be imposed by a supervisor. He can only create a condition which supports and encourages people to motivate themselves. The group task was designed to give you an opportunity, within our class period, to develop some basic concepts about motivation. The principles we covered are in your TRAINEE STUDY GUIDE. They will be helpful to you in building this motivation climate on your job. Emphasis has been on group involvement. Involvement, however, can include an entire office or the concept can be used between a supervisor and an employee. Involvement is often understood to require many people. But the involvement concept as used here is more of an attitude. When a supervisor discusses with an employee how something might be done rather than telling him how it should be done, he is practicing the concept. Naturally all problems cannot be solved with involvement; but, many can. The involvement concept can improve the motivation climate. Our number assignment reinforced these concepts: 1. participation is fun, 2. improvement is natural, unless inhibited - fear being the universal inhibitor, 3. improvement comes from working smarter not harder, 4. everyone has ideas, and

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		5. communication is more than words. This approach was designed to encourage you and your group to want to improve. The manner, common courtesy, and consideration should for you established a good feeling. Fear, tension, and mistrust were replaced by mutual confidence and respect. These criteria are necessary for motivation to flourish. Don't accept this method without question. But, it might be well to experiment with it before you decide it won't work! CALL FOR QUESTIONS NOTE: If you are planning to have another two hour session on Motivation give this assignment. ASSIGNMENT: We will have another session on motivation. Please review the principles of motivation and materials in your TRAINEE STUDY GUIDE before our next meeting. Be prepared to discuss the three most important points of today's session which you plan to use. Also bring a real life example of a successful or unsuccessful application of the concepts we have discussed. Be prepared to tell us what was done and what the results were. We will use some of your examples in class discussion.

3.4 MOTIVATION (CON'T)

NOTE: THIS SECTION MAY BE USED FOR A MORE IN-DEPTH LOOK AT MOTIVATION

OBJECTIVES

After the completion of this lesson, each trainee will be able to:

--*Identify supervisory practices which cause people to motivate themselves, and those which have the opposite results.*

--*Explain variations in supervisory style, and describe when their use is appropriate.*

--*List those assumptions which are supportive of the participative style of supervision.*

--*Explain how the Motivation Principles are used with individuals and with groups.*

INSTRUCTORS

Material Taught	Instructor
Complete Lesson	Lead Instructor Vocational Psychology Professor, Training and Development Specialist from Business or Industry

REFERENCES

Morris, Jud. The Art of Motivating. (Boston: The Industrial Education Institute, 1968).

Pigors, Paul, and Myers, Charles A. Personnel Administration: A Point of View and a Method. 5th ed.; (New York: McGraw-Hill Book Company, 1965), pp. 102-25.

Schein, Edgar H. Organizational Psychology. (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965), pp. 47-65.

MATERIALS

One EXPERIENCE SHARING WORKSHOP sheet for each trainee (see page 143).

EQUIPMENT

NONE

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		(THIS IS THE NUMBER TWO SESSION ON MOTIVATION) ADMINISTRATIVE MATTERS A. Take attendance B. Make announcements REVIEW PREVIOUS LESSON Use the key points of the last lesson as topic for review prior to proceeding with this lesson. LESSON CONTENT TOPICS *3.4.6 The Motivation Climate* *3.4.7 Supervisory Styles* *3.4.8 Motivation of the Individual* *3.4.9 Motivation of the Group* 3.4.6 THE MOTIVATION CLIMATE *Objective: Identify supervisory practices which cause people to motivate themselves, and those which have the opposite results.* In the last session we talked about the fallacy of the supervisor imposing motivation on people. In the Random Number Workshop, it was observed that conditions can be managed by the leader so that people will motivate themselves. A. At the end of last session you were given an assignment to recall motivation examples from your experience. Ask the following questions: Can someone give me an example from your experience where you felt motivated, or observed such reaction in others? What did the supervisor do to cause this condition? How can we use the Principles of Motivation (see Study Guide) to improve the motivation climate in your work group? 3.4.7 SUPERVISORY STYLES *Objective: Explain variations in supervisory style, and describe when their use is appropriate.* It has been said that a work group's attitudes are the lengthened shadow of the guy on top. If we believe this statement, the climate that exists in a work-group is determined by the supervisor. One of the ways that supervisors shape this climate is the kind of management style used. There are a variety of styles from which to choose. One can go from the straight autocratic style to the other

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		end of the scale which is more of a participative style. And, of course, there are varieties in between. There is general agreement among management writers that styles vary a great deal between different supervisors. These writers also agree that regardless of a supervisor's main style he may use a different style at different times, and for good reason. A. Ask this question: What conditions might cause a supervisor to vary his normal style? Record the groups answers. Responses may be focused on the following: 1. kind of organization 2. the boss's style 3. the supervisors own temperament 4. the situation 5. the people involved 6. add your own B. Ask the question: How and why would each of your answers affect a supervisor's style? Discuss the answers offered. Use this narrative for supporting discussion: 1. Our discussion has brought out that supervisory style is affected by many conditions outside of his own desires. If he has a directive where the decision has already been made, he can't use participation. If he is working with a person who is completely unresponsive, he would be unwise to use participation. But, in most cases participation improves the motivation. 2. We mentioned that a supervisor's style can vary from a pure autocratic "tell-em" approach to the other end of the scale, which we call participation, or the "involve-em" approach. The autocratic style was almost universally used prior to the Second World War. It was based on the military, and it worked because it depended on the fear of the employees involved. 3. Acceptable management style has been gradually moving from the autocrat to the participative style since World War II. As a "tell em" supervisor begins to move toward an "involve-em" style he passes through a style which we might call "sell-em". This approach is more acceptable than pure autocratic, but it is sometimes seen by the employees as insincere. They suspect, and are sometimes right, that it is manipulative. Manipulation does not fool employees very long. 4. Another difficulty in shifting from the autocratic to the participative style is caused by misunderstanding. Some supervisors feel that participation means permissiveness.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		They feel that this shift causes them to lose their right to manage. They feel that the group's decision must be adhered to even though they do not agree. This, of course, is not true as a review of our Principle of Participation will show. 5. The manager never gives away his right to the final decision or his accountability for results regardless of the style he uses. People who are supervised do not seem to misunderstand this point as much as the supervisors themselves. The shift toward participative style requires a higher degree of supervisory ability than the autocratic style. Most people feel that the effort is worthwhile because today's people respond better. In fact, don't you respond better? C. Poll the feelings about people. Give each trainee copy of the sheet found on the next page. Ask them to do the work called for on the work sheet. D. When the trainees have completed the assignment, ask them the questions found on page 144 of this guide. NOTE: Make enough copies of the following page for each trainee and give them about ten minutes to complete the assignment.

EXPERIENCE SHARING WORKSHOP

A

1. The average person dislikes work and avoids it when he can.
2. Thus at work he must be directed, coerced, intimidated or controlled in order to make him do the the agency's work.

B

1. The average person finds work as natural and pleasant as rest or play and is creative and productive naturally.
2. Thus at work he can be relied on for self-control when a reason for achieving is given.

STEP 1 Read above statements carefully and select privately whether A or B is truest. You must choose one.

STEP 2 Write 3 pieces of evidence to support your choice in step 1. You will be asked to share this information with your group.

Make your notes here:

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		1. How many in the group chose the beliefs in A? 2. How many in the group chose the beliefs in B? 3. How does a supervisor's feelings about people affect his style? 4. Does the numbers of A's and B's in the group affect your thinking, or surprise you? 5. What kind of policies and procedures result from the beliefs in A? 6. What kind of policies and procedures result from the beliefs in B? 7. What style would a person be likely to use if he voted for A, or B? D. Have the trainees identify some commonly held beliefs about the nature of man. The references provide some good resources.
45		3.4.8 MOTIVATION OF THE INDIVIDUAL *Objective: List those assumptions which are supportive of the participative style of supervision.* Discussion, so far, has emphasized that a sincere interest in how people behave is a prerequisite for a supervisor in maintaining a motivating climate. Review some common people behavior. A. Ask this question: Do people resist change? Discuss the responses and then use the following for support: 1. Most people answer "yes" to this question. Strangely enough most of us are thinking of other people when we ask this question. Perhaps we best ask the question of ourselves first - why do we resent change? The most likely reasons are habit, tradition, insecurity, fear,pride, suspicion, laziness, and resentment of criticism. Rarely do we admit these reasons to others. We usually throw up a smoke screen - the change won't work for some reason. 2. A common reason for resisting change, although again we don't often admit it, is that change implies criticism of the way we have been doing something. Resentment is more pronounced when the change is imposed from outside with inadequate communication or participation. Criticism of a part of the job often implies criticism of some person. 3. We all live in a changing world. Although we can have change without improvement, we can't have improvement without change. Our chance to be more successful supervisors may well depend on how well we learn to implement change so that it is motivational. The successful supervisor never misses a chance to allow people to have a role in implementing change. He also provides every opportunity

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		to allow his people to criticize themselves in place of imposing criticism on them. 4. Whiting Williams, a management consultant of many years, has an interesting philosophy of human expectation. He is not an ivory tower theorist, but has learned by hundreds of experiences of living with all levels of people, from the lowest hobo to the Chairmen of the Boards of some of our largest companies. He says that, "Regardless of the level all people have feelings of fear, hope, and pride. Fear of losing what they have, and hope of getting more of what they want." He divides pride into two parts which he calls, "hankerings". One "hankering comes from within the person and is a feeling that he is worthwhile, important and needed. The other "hankering" comes from other people, and is a confirmation from them that the person has a right to feel that he is important and needed. B. Ask these questions: How does this human relations philosophy square with your own experience? Can you give ways that we might apply this philosophy ourselves? 1. Let's see if we can apply the philosophy we just discussed toward supervisor/employee discussions about job performance. This is a difficult part of every supervisor's job, and yet, almost everyone wants to know how he is doing or "how do I stand with my boss?" It is a rare thing for the supervisor and the employee to agree on how well they have covered this necessary part of supervision. 2. A way that has been used is for the supervisor to gather information and then sit down and "let the employee have it". Sometimes a supervisor will slip the bad news in between two pieces of good news. Recent research, however, indicates that this kind of appraisal interview results in little performance change, and almost no positive motivation. This same research indicates that a much more successful way to conduct such an interview is to allow the employee to tell the supervisor how he thinks he is doing, and set goals to improve future performance. 3. The supervisor in the improved approach plays the role of listener, coach, and advisor. In the original approach, he came on like a judge, expert, or father-image. Note that this last approach is participative and certainly supportive of the human relations philosophy we just talked about. C. Read this case study which might come from some agency office. Then discuss how one might set up an appraisal interview encouraging the person to examine his own performance. "One of your examiners, the one who has been with the agency for seven years, has recently taken up the practice of extending his coffee breaks, coming in late after lunch, and infrequently volunteering to do any but the essentials of his job. He still comes in on time in the mornings, but his performance during the day indicates to you that

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		he has lost his "Zip", he's no longer the one whom you can look to lead the rest. In fact he is leading the rest, but not in the direction which you desire. His actions are being picked up and copied by the others. Ask these questions and discuss the responses: What are the steps in a plan for an interview with the employee in the case study, using the participative approach? What kind of questions would you be prepared to ask him if he doesn't bring them up? What kind of goals would you expect him to set to improve his performance?
45		3.4.9 MOTIVATION OF THE GROUP *Objective: Explain how the Motivation Principles are used with individuals and with groups.* Some of the Principles of Motivation which have been discussed pertain to both individual and group motivation. There are aspects of group activity which should be discussed. Following are some differences between a group and a team: A. Groups are characterized by the following factors: 1. They have no common reason for gathering other than perhaps a passing attraction. 2. They vary in size depending upon the external force which brought them together. 3. They have no specific abilities to apply to a common goal. 4. There is little face-to-face communication, thus there is little knowledge of one another. B. A team - the examiners, clerks, and supervisor(s) is comprised of people gathered together or directed together with certain characteristics which makes it unique: 1. The members share common goals of the driver licensing agency. 2. A team is limited in size with a supervisor and several job functions, with each person knowing the other persons. 3. Each person has specific knowledge and skills necessary to meet agency goals. 4. The members have frequent meetings where they share communication, experiences, and planning activity. 5. Members know more than one job in the agency, thus can take immediate action when a crisis exists - sometimes without direction.

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		C. A large part of group motivation results in good individual motivation. By working to make the examiners and clerks feel as if they are part of a team, a supervisor can effectively "motivate" the group. Some considerations which a supervisor can make to foster teamwork are summarized by Pigors and Myers in Personnel Administration (pp. 114-115) 1. Few people want to work alone toward the attainment of a goal - they enjoy being part of a team. 2. By showing trust and respect for the examiners and clerks, the supervisor goes a long way toward practicing teamwork. 3. The spirit of the team can be communicated by using the "participative approach" when talking with examiners and clerks. "Talking with", rather than "talking to", transmits feeling of importance. By emphasizing joint problem solving, the supervisor can communicate confidence in the licensing personnel. 4. Team spirit can be fostered by permitting freedom on the job. The examiner or clerk can be allowed some freedom of procedure if the end result is in line with agency practices. D. Morale and motivation are closely related, and should be monitored. Morale can best be defined by looking at it in terms of the direction a team is moving. 1. High morale can be defined as that characteristic of a team which is productive or moving toward its goal. 2. High morale is not synonomous with happiness. A team can become so happy that it does not meet its goal. 3. High morale does not necessarily mean the team is attaining its goals either. It may be just moving toward them or feel as if it is making progress toward meeting them. 4. Low morale can then be defined as that characteristic of a team which is not progressing toward the team goals. Sharing the goals and objectives of the agency with the employees, as well as the progress toward them, is a good way to improve morale. E. Ask this question: What measures do you know of which might indicate the level of morale of a work team? Record the answers offered. Responses may be: 1. Number of exams given per man hour worked, 2. Ration of acceptable forms to total number of forms processed. 3, Frequent trips to the restroom, 4. Tardiness for work,

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		5. Frequent absenteeism, 6. Add your own! F. A good supervisor is always aware of the motivational climate which exists in his work group. Using the information about motivation and morale just covered, discuss some ways to analyze the climate of an examining unit. Ask this question: If the morale of the team seems low, what factors would you think may bring about this climate? Record the responses. Responses may be: 1. The examiner's and clerk's economic needs were not being met. 2. The examiner's and clerk's social needs were not being satisfied. 3. The job did not provide the individuals the ability to work up to his or her capabilities. 4. The personnel did not know much about the agency for which they worked, its responsibilities or its goals. 5. The supervisor did not encourage input from each and every individual in the unit. 6. The personnel felt threatened by some external force. 7. Add your own! Take each response and discuss it in depth. Develop remedies which could be taken. Require specific responses.
10		SUMMARY OF THE LESSON Review the supervisory practices which cause people to motivate themselves. Review variations in supervisory style, and describe when their use would be appropriate. Review the kinds of assumptions about people which support participative style of supervision. Review how the group plans to use the motivation principles developed in this session. CALL FOR ANY FINAL QUESTIONS OR COMMENTS.

UNIT 4 AGENCY PROGRAM DEVELOPMENT

4.1 TRAINING PROGRAM PLANNING

OBJECTIVES

At the completion of this lesson, the trainee will be able to:

--*Differentiate between three kinds of training and discuss the general use of each.*

--*Describe the factors to be considered prior to the implementation of personnel training.*

--*List the tasks to be performed in the process of developing and implementing training programs.*

--*List the kinds of follow-up for training programs and discuss the action taken if the training has not met its goal.*

INSTRUCTORS

Material Taught	Instructor
4.1.1	Lead Instructor or Education Specialist
4.1.2	Lead Instructor or Education Specialist
4.1.3	Education Specialist
4.1.4	Education Specialist

REFERENCES

Klevens, Chester editor, Materials & Methods in Adult Education (New York: Klevins Publications Incorporated, 1972).

Kidd, J.R., How Adults Learn (New York: Association Press, 1959.

U. 3. Department of Health, Ecuation and Welfare, Office of Education, Manpower Development and Training Programs. The Preparation of Occupational Instructors. Washington, D.C.: Government Printing Office, 1966.

MATERIALS

None

EQUIPMENT

None

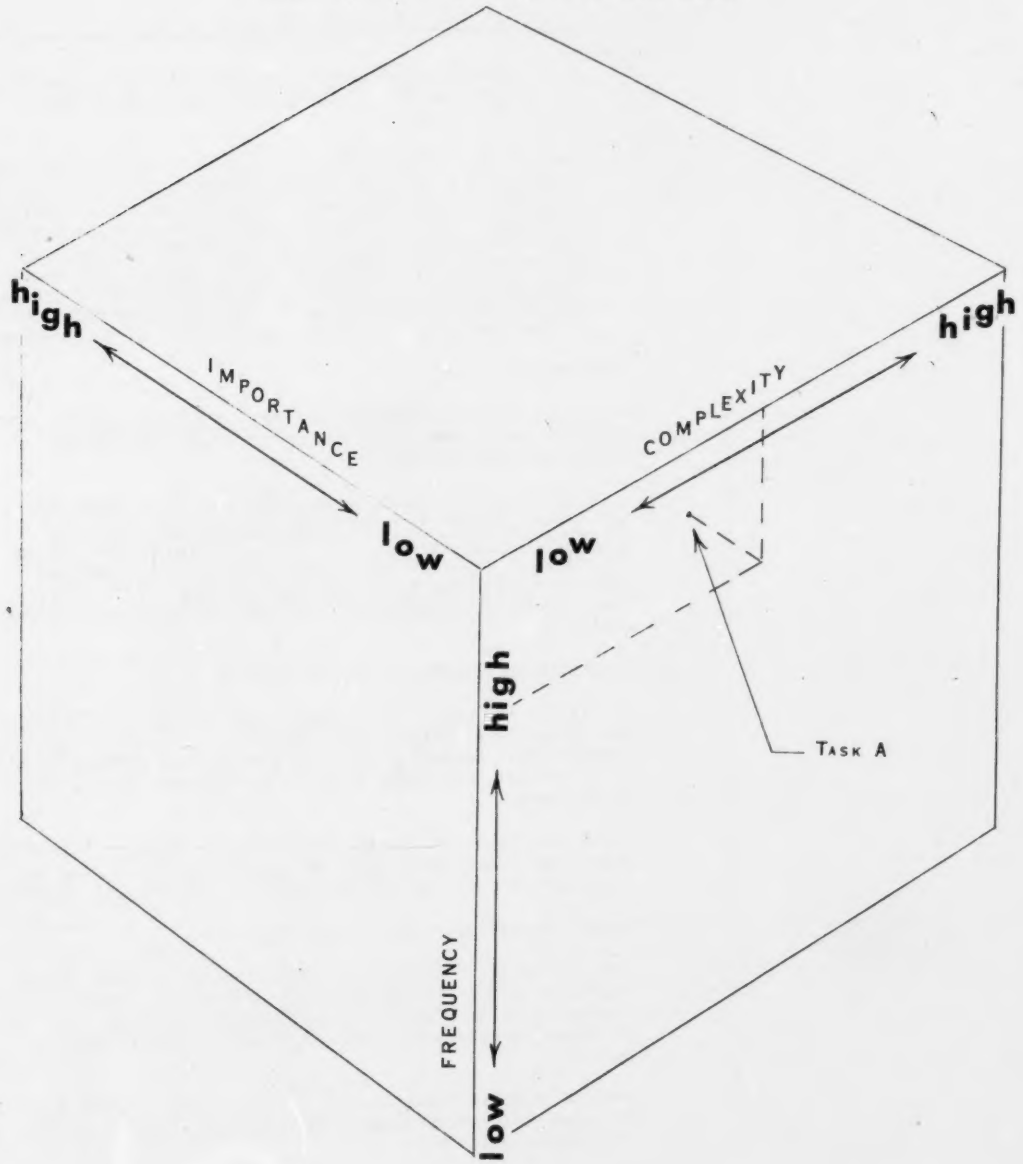
TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		ADMINISTRATIVE MATTERS A. Take attendance B. Make announcements REVIEW OF PREVIOUS UNIT AND LESSON Use the previous unit and lesson topics as a review to lead into this lesson. LESSON CONTENT TOPICS *4.1.1 Various Kinds of Training* *4.1.2 Analyzing Needs and Selecting the Training* *4.1.3 Developing and Implementing Training Programs* *4.1.4 Follow-up of Training Programs*
20		4.1.1 VARIOUS KINDS OF TRAINING *Objective: Differentiate between three kinds of training and discuss the general use of each.* Training should facilitate learning of new knowledge and skills. The acquirement of knowledge and skill <u>can</u> come through trial and error but this method is costly in time, money, manpower, and mental well-being. A. Ask: For what purposes might training be provided to examiners and clerks? Responses may be: 1. Providing new employees with knowledge and ability to work within the driver licensing system 2. Briefing experienced employees in new knowledges and skills or brushing up present knowledge and skills 3. Providing current key employees with information about other departments within the agency such as registration, titles, license plates, etc. 4. Add your own. B. Indicate the kind of training to achieve the goal: 1. Providing new employees with knowledge and ability to work within the driver licensing system: Training that may be used: a. Pre-service training -- helps new employees gain knowledges and skills before actually going to work.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		b. On-the-job training -- puts employees to work and depends upon an experienced employee to take time to see that the correct knowledges skills are learned. c. Combination or cooperative programs -- gives employees some formal classroom work with some practical on-the-job experience as a subsequent or concurrent activity. 2. Briefing experienced employees in new knowledges and skills or brushing up present knowledges and skills Training that may be used: a. On-the-job training -- allows employees to acquire new knowledges and skills or brush up on them without serious interruption of work schedules. b. In-service training -- provides the formal training needed after employees have been working on a released-time basis. This may be for part of a day, an entire day, a week, or more. c. Self-study training -- allows employees to study and learn at their own pace. It is necessary to have well structured package for this method. 3. Providing current key employees with information about other departments within the agency such as registration titles, license plates, etc. for information purposes. This is called cross-training by some people. Training that may be used: a. Any of the above depending upon the importance to the employee.
30		4.1.2 ANALYZING NEEDS AND SELECTING THE TRAINING *Objective: Describe the factors to be considered prior to the implementation of personnel training.* Any instruction, whether brief verbal explanation or formal classroom work, probably can be called training. It is necessary then, to consider a pattern for looking at agency problems in terms of training needs. The steps which may be followed in this analysis and selection process are: A. Define the existing problem. This should be stated in terms which everyone can understand.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		B. Identify the source of the problem and make a determination if any training is required. This is done by gathering facts, seeking advice, and interpreting them in light of the problem. It may be that the problem is not within the realm of personnel improvement, but systems improvement. In other words, the problem may be the process, not the people. C. If training is decided upon, consider what kind of training is most appropriate i.e., pre-service for any new employees, in-service, on-the-job, or self-study for the experienced employees. One must also consider if it can be practically held at a given time of year. D. Establish the goals of the training program. These should be the overall objectives in line with agency policies and procedures, rules and regulations, and state statutes. E. Take action and arrange for the training be it very formal or very informal. F. Follow-up on participants in training to determine if training achieved goal.
50		4.1.3 DEVELOPING AND IMPLEMENTING TRAINING PROGRAMS *Objective: List the tasks to be performed in the process of developing and implementing training programs.* Developing training programs for new or experienced driver license examiners and clerks requires people in charge to establish a management scheme to insure that the training needs are being met. The following would be the steps to consider for the most formal of training -- pre-service training. It provides for activities which many jurisdictions have already been involved with as they plan their agency staffing patterns. If that is the case, the supervisor should simply follow the list until an activity is found which has not been acted upon. A. Write a job description. A job description should be written outlining the general responsibilities of the position to be trained for. B. Outline tasks for the position. Develop a list of all tasks. Be fairly specific. Write the tasks in terms of distinct duties, procedures to be followed, equipment to be operated, or forms to be completed. C. Develop objectives for each task. There may be one or more objectives for each task. The task statement will provide the core of the objective statement.

TIME	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		Example: Task -- Score written driver license examinations Objective -- The driver license examiner will be able to score written driver license examinations accurately. There are many articles, papers, and texts written on the subject of writing objectives. See Materials and Methods in Adult Education, pp. 37-52. D. Develop a Complexity-Frequency-Importance chart.* After writing the objectives for each task, arrange the tasks on a chart which will indicate the complexity of the task, the frequency with which it occurs, and its importance to the functioning of the unit. The chart on the following page is an illustration of its use. It is labeled with TASK A, a moderately complex, low importance task which occurs rather frequently. This chart will help to determine which tasks should be included in a training program in light of the available resources. E. Identify available resources. The availability of resources should be listed in terms of time spent, facilities close at hand, media found in-house, materials, staff for which released time can be acquired, outside personnel who will work with the program instructor(s), and money for training costs including housing and meals for the participants. F. Select tasks to be taught Supervisors should consider the resources available, analyze the Complexity-Frequency-Importance chart, and choose those tasks which training can accomplish. This step will take some "educated judgment." Those tasks chosen will probably be of relatively high importance, medium complexity, and medium-to-high frequency of occurance. The rationale for choosing these kinds of tasks is as follows: 1. Given that the frequency and complexity are in the range of selection, those of highest complexity, although able to be taught and learned, will soon be forgotten due to their complex nature. Those of lowest complexity are probably so easily learned that spending much time or including them *This discussion is based on J.T.Pendleton's modifications of the curriculum development theory of Dr. Jacob Stern, College of Education, The University of Illinois at Urbana/Champaign.

COMPLEXITY - FREQUENCY - IMPORTANCE CHART



TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		in a training session would be wasteful. Consequently, the medium complex tasks should be selected for the training program. 2. Given that the importance and complexity are in the range of selection, those of lowest frequency will be practiced so little in the actual work situation that they will be forgotten. Those of medium to high frequency should be selected as they are the tasks performed each day and necessary to the functioning of the agency. For those tasks so complex in nature or so infrequently performed, written instructions should be developed and included in the examiners' or clerks' manuals for their reference. G. Compile lesson plans Supervisors should group those tasks of similar subject matter together and prepare lesson plans that provide learning experiences to meet the objectives. (For training of driver license examiners and clerks, see the Basic Training Program for Driver License Examiner, Instructor's Lesson Plans, one part of a curriculum package for training driver license examiner personnel developed with funds provided by the National Highway Traffic Safety Administration and available through the Government Printing Office.) H. Determine instructional techniques to be used. In view of the number of trainees, supervisors should select the appropriate instructional techniques to use for learning experiences. Generally those will be trainee-involved kinds of activities, not those in which the trainee is a passive participant. For a listing and elaboration of these techniques, supervisors should see texts on subjects of teaching adults. They may also want to refer to the references listed for this lesson. I. Select or develop instructional materials. Considering the instructional techniques to be used and the knowledges and skills to be taught, supervisors should select or develop information sheets, job sheets, problem situations, overhead transparencies, etc. that can be used to enhance learning. Contact an Audio-Visual specialist at a local community college. They are quite knowledgeable about the development and use of teaching materials. Other works are available on the development and preparation of instructional materials. Supervisors should look up specific texts on the subjects or see the references for this lesson.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		J. Sequencing Lesson Plans The lessons should be arranged in order of effective course presentation. Many methods of sequencing are used depending upon the nature of the material to be taught. Among those methods are: 1. Teaching from what is known to the unknown. --An example: If new licensing regulations were instituted, the experienced examiners and clerks would need to know of the changes. The instructor could review what is known (old licensing regulations) and proceed to the unknown (new licensing regulations). 2. Teaching in the order tasks are used by the practitioner. --An example: If training was instituted for new examining personnel. Teaching and learning could follow the order in which examiners actually perform duties. See the arrangement of the Basic Training Program for Driver License Examiners. 3. Teaching from the general base to the specific. --An example: If training was being given in driver licensing and the subject was the concept behing issuing licenses. Theoretically when a person is licensed or certified it means he or she has met certain predetermined qualifications. Likewise, a driver's license is issued indicating the holder has met some standards to be a driver. 4. Many, many more The best suggestion is to sequence them in the order which seems most logical in terms of the content of the program. Supervisors should make a class schedule indicating activities, places, persons in charge of teaching, and study assignments. K. Preparing a Class Schedule After sequencing the lessons, prepare a class schedule. It should include: --when particular lessons are presented by day and hour, --the duration of each lesson, --the individual(s) in charge of the lesson, and --break and lunch times.

TIME	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		L. Develop evaluation materials. Determining the progress of the trainees is important to justify the expenditures of resources. Using the objectives for each task, one should develop evaluation materials to determine progress and how well objectives have been met. These can be paper-and-pencil tests, performance tests, or verbal discussions. By knowing what was to be learned (from the objective) and comparing that to what has been learned (from the evaluation materials), and overall evaluation of the short-term effectiveness of the program can be determined. For detailed discussion of evaluation materials and techniques consult texts on the topic or some of the references for this lesson. M. Implement the program. With all the above preparation, supervisors should arrange for trainees to be present and proceed with the training. For details on preparations for the actual program presentation, supervisors should consult the Basic Training Program for Driver License Examiner, Course Guide, one part of a curriculum package for training driver license examiner personnel developed with funds provided by the National Highway Traffic Safety Administration and available through the Government Printing Office. N. Follow-up the training program. To determine long-range effects of the training program, a systematic follow-up must be performed. Lesson topic 4.1.4 contains further discussion on the follow-up.
30		4.1.4 FOLLOW-UP OF TRAINING PROGRAMS *Objective: List the kinds of follow-up for training programs and discuss the action taken if the training has not met its goal.* Follow-up should be planned and undertaken to show what effect the program had upon trainees. As in the short-term evaluation materials, long-term evaluation or follow-up should be tied to the objectives of the training program. A. The effects of a training program can be determined in part by the following: 1. Paper-and-pencil tests 2. Increased productivity 3. Decrease in petty errors 4. Decrease in applicant or public complaints 5. Less confusion within the operations of the agency

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		6. Less apparent need for additional training B. The results of a follow-up or long-term evaluation can have several ramifications for the future of the training program. Some general comments can be made about any follow-up activity: 1. Follow-up may indicate a major overhaul of the training or perhaps a look to determine if training was the answer to the problem in the first place. A supervisor should contemplate and answer the following: a. Look at the original problem as defined. Was there another alternative to training that may have been better? b. Look at the evaluative criteria in the objectives. Do they spell out the degree of proficiency which, if achieved, would lead to a solution of the initial problem which prompted training? c. Look at the follow-up procedure. Did it measure the same things the training was designed to impart to or develop in the trainees? d. Look at the objectives. Perhaps they were unrealistic for the trainees involved or the resources available. e. Look at the kind of training program used. Of the four kinds outlined in Lesson Topic 4.1.1, was it the best kind to use for achieving the results expected? f. Look at the content of the program. Was it specific enough to help the trainees perform better in the area of the initial problem? g. Look at the instructional techniques used. Were they appropriate? Did the factors such as content, readability, and ease of use match the goals of the program and abilities of the trainees? h. Look at the short-term evaluation materials. Were they used only as gauges of progress for the instructor? They can be good learning tools, too! i. Each of the above affects the trainees. Were trainees of expected caliber? This is the last factor which should be checked, but an important one. If some of the trainees' basic skills need upgrading, do this first. 2. Follow-up may indicate no change in performance. New employees flounder on the job after pre-service training as much as the current employees flounder when simply thrown into the work setting. Experienced personnel often don't change their ways after an in-service training program.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		Any of the above factors may have contributed to this. Perhaps it is not a training job that is needed, but a morale boost. 3. Follow-up shows improvement on the problem which initially prompted training. Don't be trapped into self-praise too quickly. The Hawthorne studies at Western Electric showed that those who get special treatment tend to do better anyway, no matter what the treatment is. The supervisor should be somewhat pleased and use the same program again for a similar problem in the future. Some minor revisions may be necessary as problems change slightly and the work environment changes, but the training should be considered on the "right track." OPEN DISCUSSION FOR QUESTIONS SUMMARIZE THE LESSON Training varies in time expended from the very brief explanation to very formal blocks of time. The kind of training should fit the need: pre-service, in-service, on-the-job, or self-study. Specific steps should be used in the development of any activity designed to facilitate agency services. Review the steps used for developing and implementing training programs. No one knows where they have been unless they stop and look back. Follow-up is important and needed. Review the factors influencing the success of a training program. CALL FOR ANY FINAL QUESTIONS

4.2 DEVELOPMENT AND REVISION OF DRIVER LICENSE EXAMINATIONS

OBJECTIVES

At the completion of this lesson, the trainee will be able to:

--*Explain the kinds of information tested by driver license examinations.*

--*Describe three kinds of examinations used in driver licensing examining.*

--*Illustrate two cases when special considerations may be given to an applicant's driver license examinations.*

--*Describe the efficacy of developing new as compared to revising existing examinations.*

--*Design new alternative road test routes.*

INSTRUCTORS

Material Taught	Instructor
Complete Lesson	Lead Instructor and an Education Specialist with background in Test Item Construction from a Community College or University

REFERENCES

1. Baker, J. Stannard and Carmichael, Glenn V. Giving and Scoring Driver Road Tests. Evanston, Illinois: Northwestern Traffic Institute.

2. Neyhart, Amos E. Road Test Check Lists. Washington, D. C.: American Automobile Association, 1955.

3. U. S. Department of Transportation, National Highway Traffic Safety Administration Basic Training Program for Driver License Examiner Instructor's Lesson Plans Washington, D. C.: Government Printing Office, August 1971.

MATERIALS

None

EQUIPMENT

None

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		ADMINISTRATIVE MATTERS A. Take attendance B. Make announcements REVIEW PREVIOUS LESSON Use the previous lesson as a review to lead into this lesson. LESSON CONTENT TOPICS *4.2.1 Information Tested* *4.2.2 Examination Kinds* *4.2.3 Special Examination Considerations* *4.2.4 To Revise or Develop Examinations*
5		4.2.1 INFORMATION TESTED *Objective: Explain the kinds of information tested by driver license examinations.* A driver license examination tries to test two things: (1) knowledge of safety rules, traffic laws, and vehicle operation requirements; and (2) actual driving ability in a specified vehicle. A. Knowledge of driving related information. Indicate how the agency determines what is to be included in a knowledge test in terms of: 1. Laws and regulations pertaining to traffic flow 2. Vehicle operations (various types of vehicles) 3. Laws pertaining to driver responsibilities B. Ability to drive. Indicate how the agency determines what is to be included in a Driver Performance Test in terms of: 1. Laws and regulations pertaining to traffic flow 2. Laws pertaining to driver responsibilities 3. Vehicle operations
20		4.2.2 EXA'INATION KINDS *Objective: Describe three kinds of examinations used in driver licensing examining.* Three main kinds of examinations need to be considered: (1) oral and written (2) vision performance and (3) performance tests.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		A. To sample applicant's knowledge of laws, regulations, vehicle operations, two kinds of tests are primarily used. 1. Written tests - discuss the types of questions used. a. True - False b. Multiple choice c. Matching items d. Completion 2. Oral tests - discuss the format of an oral test used by your agency. 3. Other types of tests. B. To sample the applicant's ability to operate a given vehicle the performance test is primarily used. 1. Discuss the types of driver actions requested of the applicant. 2. Indicate the reasons for requesting specific driving actions and not requesting others. 3. Describe conditions requiring changes in performance tests. Indicate specific changes.
20		4.2.3 SPECIAL EXAMINATION CONSIDERATIONS *Objective: Illustrate two cases when special considerations may be given to an applicant's driver license examinations.* Several conditions might exist which require special considerations. A. Language 1. Written examinations may be printed in languages other than English. The regional tongue should be used for writing of tests as the regional tongue is frequently different from the standard language. 2. Oral tests - follow the same procedures used for written tests. 3. Discuss supplemental helps to these written and oral examinations. a. Pictures b. Sketches c. Small working models

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		B. Some special consideration may have to be given to the physically handicapped. 1. Include performance tests which measure or determine the individual's ability to operate the vehicle. 2. Guard against including examination items that are impossible to perform and of little use in operating the vehicle safely. C. Discuss the agency's experiences with special examinations.
10		4.2.4 TO REVISE OR DEVELOP EXAMINATIONS *Objective: Describe the efficacy of developing new as compared to revising existing examinations.* Existing driver licensing examinations may need updating. A. Why should periodic revision of existing exams be considered? Responses may be: 1. Discard or improve poor questions. 2. Change questions to reflect changes in legislation. 3. Reduce opportunity for applicants to learn content of examination from previous applicants. 4. Add your own. B. Why should development of new examinations be considered? Responses may be: 1. To improve quality 2. To increase scoring ease 3. To make examination more reliable 4. Add your own C. Discuss responses for "A" and "B". Indicate the agency's policies regarding the most important. D. Discuss the step-by-step procedures for revising or developing new examinations.
15		4.2.5 DESIGNING NEW TEST ROUTES *Objective: Design new alternative road test routes.* Frequently road test routes used in the past are deemed inappropriate for current usage. These routes must be abandoned and new routes designed and implemented.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		A. Discuss the procedures for designing and implementing new road test routes. 1. Consult test guide for necessary elements 2. Consult test guide for desirable elements 3. Survey locality 4. Check established staisfactory test routes 5. Lay out new routes on graph paper 6. Check out route, try it himself 7. Make final draft of route and record it B. Discuss problems in this area, e.g., local people do not like having their street used for testing thus fluctuating the traffic volume. OPEN DISCUSSION FOR QUESTIONS
5		SUMMARIZE THE LESSON Summarize the lesson by reviewing each of the topics and stressing their most important factor. A. The kinds of information tested: knowledge of laws and vehicle operations and the ability to operate a vehicle B. The kinds of examinations: written, oral, and performance C. Special considerations when developing or revising D. Revising and developing examinations: when, why, and how CALL FOR ANY FINAL QUESTIONS

UNIT 5 TRAINING PROGRAM TERMINATION

5.1 SUMMARY OF PROGRAM

OBJECTIVES

At the completion of this lesson each trainee will be able to:

--*Describe the overall purpose of the course and be able to indicate factors important for a driver license supervisor.*

--*Indicate a method for compiling reference material.*

If materials are to be used in parts for in-service training the trainee will also be able to:

--*Identify those units which will be dealt with in future meetings.*

INSTRUCTORS

Material Taught	Instructor
Complete Lesson	Lead Instructor

REFERENCES

Driver License Examiner Supervisor's Manual

MATERIALS

Any materials which are desired to re-enforce the summary content

EQUIPMENT

None

5.1 SUMMARY OF PROGRAM

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		ADMINISTRATIVE MATTERS A. Take attendance B. Make announcements LESSON CONTENT TOPICS *5.1.1 Summary of Course Content* *5.1.2 Maintaining a Body of Reference Material* *5.1.3 Continuing Training With Future Sessions*
30		5.1.1 SUMMARY OF COURSE CONTENT *Objective: Describe the overall purpose of the course and be able to indicate factors important for a driver license supervisor.* For each lesson topic of every lesson: A. Select pertinent comments which are specifically peculiar to the agency. B. Emphasize those which are deemed most important.
5		5.1.2 MAINTAINING A BODY OF REFERENCE MATERIAL *Objective: Indicate a method for compiling reference material.* A. Indicate the materials gathered and used in this program are the beginning of a good set of references for driver licensing in general and driver license examiner supervision in particular. 1. The Driver License Examiner Supervisor's Manual 2. All the pertinent forms 3. Other journals, newsletters, bulletins, etc. applicable to driver license examiner supervisors B. Suggest sources for the above mentioned information. 1. American Association of Motor Vehicle Administrator, Newsletter. 2. National Highway Traffic Safety Administration of the U. S. Department of Transportation. An Announcement of Highway Safety Literature--A Bi-Monthly Abstract Journal. 3. American Automobile Association. 4. Motorcycle Industry Council.

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		5. National Safety Council. 6. American Trucking Association. 7. Add your own. 5.1.3 CONTINUING TRAINING WITH FUTURE SESSIONS (if materials are used in parts for in-service training) *Objective: Identify those units which will be dealt with in future meetings.* A. After reviewing the phases of the course already covered, give an overview of the remaining phases. B. Handout and discuss the schedule for future in-service training sessions. C. Stress the need for preparation and study prior to the next in-service meeting. D. Indicate the time and place of the next meeting and the arrangements for travel, lodging and meals. NOTE: At this point or included with the final examination, you may wish to have trainees respond to an instrument such as found in Appendix C to determine an overall acceptance or rejection of the training program. CALL FOR QUESTIONS OR COMMENTS

5.2 COURSE FINALE

PERSONNEL

Course Director, Instructors and Upper Authority Level Agency Personnel

MATERIAL

1. Copies of final examination
2. Certificates of completion

EQUIPMENT

None

5.2 COURSE FINALE

TIMES	INSTRUCTOR NOTES AND REFERENCES	ACTIVITY
		This is not actually a lesson plan, but an activity outline suggested for ending a formal pre-service training course. LESSON CONTENT TOPICS *5.2.1 Final Examination* *5.2.2 Introduction of Other Agency Personnel* *5.2.3 Final Ceremony*
45		5.2.1 FINAL EXAMINATION A. To give a feeling of "wrap-up" to the training, distribute a final exam covering the most important features of the course. B. Evaluate the examination and be prepared to give the results to each trainee.
15		5.2.2 INTRODUCTION OF OTHER AGENCY PERSONNEL A. Introduce the people according to customary procedures B. Have the highest level person make some summary remarks regarding: 1. The professional driver license examiner supervisor 2. The role of licensing in traffic safety 3. The public impression made by driver licensing personnel
10		5.2.3 FINAL CEREMONY NOTE: This may be held at a luncheon given for all trainees and participating personnel. A. Have the two highest level agency personnel in attendance present certificates to each new driver license examiner supervisor; recognize each by name. B. Make parting remarks.

APPENDIX A

MAKING INSTRUCTION MORE EFFECTIVE

PART I

MOTIVATION

As instructor, you are probably the most important person in the classroom. From you, trainees develop their attitudes about learning. Because of this, you become a motivator--a person who affects the learning attitudes and potentials of the people around you.

The factor that has perhaps the greatest influence on learning is motivation.

We suggest these factors for highest learning motivation:

1. Positive attitude
2. Goals of lesson well in mind
3. Thorough knowledge of subject
4. Variety of instructional techniques
5. Fairness

INTERACTION

As a person, you feel better about any new idea you are attempting if you have been involved in its conception and development. You feel a part of it and thus have a stake in its "learning success."

Another factor having a strong influence on learning is interaction.

The key to interaction is YOU. As instructor you must devise ways to get your trainees to react in your class. You must get them to express their feelings.

INDIVIDUAL DIFFERENCES

You are a person with your special ways of doing things. You have dislikes and likes, thoughts, and desires. In short, there is no one like you. We call these special characteristics individual differences.

A factor having a strong influence on learning is provision for individual differences.

As instructor, you have the important task of providing for these differences. No one learning method will work on everyone. You need to help each trainee develop creative supervisory operating procedures that fit his or her personality.

This won't be easy, of course, because you want all trainees to emerge from your class with a common core of knowledge and skills necessary for effective supervision. But there are some basic things you can remember to assure this objective, as well as individual differences:

1. No idea is unimportant.
2. No question is unimportant.
3. Some people like to write; some like to talk. Give all a chance to do what they like to do.
4. Have a basic understanding of each trainee's learning and leadership potential.
5. Don't compare one trainee to another. People seldom do things the same way.

Obviously, there are many factors involved in the process of learning. But these factors are most important for you to know. You will be with your trainees only a short time and what you can do for them during this time may have lasting influence on their future.

PART II

Here are some practical suggestions for making your instruction more effective. They will prove especially useful to less experienced instructors.

You want trainees to feel the lesson they have just completed was presented in clear, understandable terms and the methods of presentation, demonstration, illustration, and your regard for the intelligence of the group commendable. The following essentials of effective teaching is a suggested check-list to help you.

A. Before Meeting with Classes.

1. Be prepared -- know your topic -- be enthusiastic -- believe in what you teach.
2. Have clearly in mind the objective for each presentation. Make sure the objectives are achieved by following each lesson plan completely.
3. Develop each unit, using strong motivating forces. This is especially necessary for the classroom sessions that have less practical in-class work.
4. Limit ideas presented in each block of time. The human mind can grasp but a few things at a time.
5. Plan each presentation for maximum trainee participation.
6. Make arrangements in advance for use of visual aids equipment to eliminate lost time and confusion.
7. Work out your time schedule for discussion, trainee participation, and work breaks. People can absorb only so much in a given length of time.

B. While Meeting with Classes

1. Be dynamic -- show some life. Modulate your voice to avoid monotone.

2. Be sympathetic, have unusual patience and remain calm regardless of what is happening.

3. Never humiliate any trainee before the class. Don't indicate by your actions that a trainee seems incapable of learning.

4. Never talk down to the class, that is, avoid insulting their intelligence.

5. Look at the different members of the class during the session.

6. Avoid telling about your past experience unless it pertains directly to your presentation.

7. Avoid unimportant and non-pertinent discussions or ones that are too long.

8. Avoid mannerisms which distract the attention of the class.

9. Use examples or stories which are within the experiences of the members of the class. Avoid telling stories just for the fun of telling them.

10. Sketch the items on the chalkboard, if possible, as the story is unfolded. Sketches should be very simple and quickly prepared. The sketches should be large enough so they can be seen by everybody.

11. Use working models when indicated. This technique makes learning and remembering easier.

12. When using slides, sound-slide films, motion pictures, and other visual aids, be sure to follow them with questions and discussions. Just showing a picture is not enough.

13. Keep out all distracting noises as completely as possible.

14. Start and stop all classes on time.

15. Consider the comfort of members of the class. This includes heating, lighting, ventilation, rest periods, toilet facilities, etc.

APPENDIX B

INSTRUCTIONAL AIDS

Instructional aids are used to facilitate teaching and learning. Two kinds of instructional aids are: the operation sheet and the information sheet.

1. The Operation Sheet. An operation sheet is one step in the process of doing a job. To examine an applicant's vision is a job. To operate a piece of vision equipment used for the job is an operation.

   An operation sheet provides the information required by a trainee in performing the operation.

   Operation sheets are prepared by the instructor.

   Some representative operations which might be the subject of operation sheets for driver license examining are:

   a. To operate and use a piece of skill test equipment.

   b. To execute an application form.

   c. To perform a vehicle safety check.

   An operation sheet tells how to do something, just as the instructions that accompany a game tell how to play the game.

   A good operation sheet must:

   a. Be written in simple, clear, and concise language.

   b. Be well illustrated, picturing each step or point that may cause difficulty.

   c. Be arranged in good learning order just as the lesson itself.

   d. Emphasize safety and precautions at points where they apply.

   e. Explain and, if possible, illustrate all new terms and names.

   An operation sheet should be detailed enough and clear enough so a capable trainee with the required experience can succeed by using just the sheet for guidance.

The operation sheet is a supplement to the instructor's demonstrations and instruction. It helps the learners to help themselves after a demonstration has been given. It may serve as initial instruction for those trainees who are capable of moving ahead of the others in the group. It helps all trainees by providing a means for reviewing the instructions previously given by the instructor.

2. The Information Sheet. Information sheets should be provided for tasks frequently performed and requiring accuracy and completeness.

Information sheets are intended to supply information not available to the learner in any other suitable form.

Some representative information sheets in the field of driver license examining are:

a. The items to check on a fiscal report sheet.

b. The maintainence items on a piece of vision screening equipment.

c. The numerical method of coding names.

An information sheet should be easy to read, clear, and concise. It should also be interesting to read and hold the trainee's attention.

Information sheets may be prepared and used if any of the following conditions exists:

a. When only one copy of a reference book exists.

b. When up-to-date information is not included in references.

c. When information in references does not cover subject completely.

d. When reference material is too long.

e. When reference material is too difficult to understand.

f. When material from several sources needs consolidation.

Examples of an Operation Sheet and an Information Sheet are found on the following pages.

An operation sheet may be written as follows:

OPERATION SHEET

Operation No. _____
Use same number as in lesson topic covering this material.

Insert name of operation

SKETCH OR DRAWING: *Provide drawing or make sketch if necessary.*

MATERIALS: *List materials needed to perform operation.*

TOOLS AND EQUIPMENT: *List tools and equipment needed to perform job.*

PROCEDURE: *State each step in the operation.*

Steps should be stated clearly and concisely in occupational terms.

List steps in proper sequence.

Number steps consecutively.

Safety and key points should be listed with steps where they apply.

Double space between each step.

CHECK POINT: *A check point may occur at a point in the procedure where the instructor desires to check the trainee.*

There may be more than one check point in the operation. Place the words CHECK POINT *in the left margin at the point in the procedure where the trainee is to be checked proceeding to the next step.*

An information sheet may be written as follows:

INFORMATION SHEET

Information Sheet No._____
Use same number as lesson topic covering

Insert title of information to be presented

INFORMATION:

The information sheet should be written to suit level of trainee.

Sentences and paragraphs should be concise.

Illustrations should be used where they will assist in clarifying the information.

Material should be organized and presented in a logical sequence.

Material should be of sufficient length and complexity to challenge the trainee.

APPENDIX C

EVALUATIONS

A. Purpose and Importance

The main purpose of a training program is to modify trainee behavior (knowledges, skills, attitudes) in a desired direction (as indicated by the objectives). Only through evaluation can it be determined how and to what degree trainee behaviors have been changed and the extent to which the objectives of the training program have been achieved.

Evaluation assists decision making. The more accurately you evaluate trainees, the more effective you will be in directing their learning.

Unfortunately, in training programs of this type, evaluation is all too often considered extraneous to the main purpose of the program. Evaluation is an integral part of the teaching-learning process and should not be lightly considered or casually performed.

Since trainees tend to reflect those factors upon which their actions will be judged, the nature of the evaluation program will have a tremendous influence on the terminal actions of the trainees. If the evaluations are limited to paper and pencil tests which emphasize acquisition of knowledges, then the trainees will be geared toward that end.

B. Use of Objectives

Since the aim of a training program is to modify trainee behavior, a meaningful evaluation depends upon realistic objectives expressed in behavioral terms. The course objectives have been constructed to aid evaluation.

C. Grading Trainees

The assignment of grades is not part of evaluation in this training program. The emphasis is placed upon mastery of material. In cases where the objective is not reached, trainees should be allowed to review the material and practice it once again until the objective is met.

The instructor is evaluating trainees continually, performing this evaluation by observing them in activity sessions.

Adults typically prefer to know if their progress is satisfactory, but do not like to be compared to other larger groups. You would not, for example, compare them to former driver license examiner supervisors who picked up their skills and knowledges in an "on-the-job" situation or in a previous training course. If, as a group, the trainees perform well, tell them so. If they do not perform well, say nothing but keep the performance in mind as you readjust your teaching techniques or program procedure.

D. Training Course Evaluation Program

The evaluation program accompanying this training program uses three methods. The first, which is used more extensively, is the action-performance test made while the trainee is practicing the skills and knowledges learned in each lesson. The lead instructor or his assistants act as critics and provide immediate feedback to trainees about accomplishments and errors. The second is the short paragraph discussion. This method allows trainees to describe events or techniques to stimulate discussion. The third method, requiring written materials, is less relied upon because the purpose of the training program is to develop working abilities, not the ability to parrot back information in written form. These written evaluations should be in the form of one- or two-paragraph discussions about a specific topic or procedure and a final written examination covering the total course.

E. Analyzing Evaluation Results

Evaluation of any program can result in the feeling that something was wrong. The trainees performed poorly, could not answer questions accurately, or did not seem to grasp the material.

Several reasons may be offered for a trainee's poor showing. Perhaps the evaluation techniques were improper or the directions for performing required tasks were inadequate. Possibly the kinds of instructional materials used were not appropriate. Further, there may be some question as to adequacy of the instructor's teaching techniques.

Remember, evaluation is a step toward some future goal. For this training curriculum, the principal purposes of evaluation are:

1. To improve course effectiveness and

2. Indicate instructor effectiveness and emphasis.

F. Testing Procedure

A test is a series of tasks performed by trainees to measure behavior at any given point. Tests may be classified in many different ways, depending upon various factors.

1. Mastery Performance Tests

Considering the nature and objectives of this training curriculum, the principal test should be a mastery type concerned with meeting stated objectives, measuring knowledges, skills, and other learning outcomes which trainees have acquired. The instructor should have a check-list of the principal features or characteristics of the skills to be evaluated. This check-list is the evaluation sheet for trainees.

In designing check-lists for skills, the instructor should attempt to identify the principal features of the skills. These principal features should not be construed as necessary steps in the performance of the skill and may not be of equal weight in skill evaluation. The primary purpose is to aid instructors in standardizing their evaluatutions of trainee performance.

2. Written tests

Written tests are extensively used in most evaluation programs. It is beneficial for the course director and instructor to have a good understanding of these tests.

Drawbacks of written tests are (1) they put heavy emphasis on verbal ability and often unfairly discriminate against the poor reader and (2) unclear statements and poor, awkward sentence construction influence test results.

There are six basic test forms for written tests.

a. True-False

They can be used only where simple factual data is involved and cannot measure complex learning outcomes. They are generally constructed by taking the material directly from some book and they usually tend to either be very obvious or ambiguous.

Qualifying statements using the words "usually," "generally," "often," "sometimes," or "mostly" tend to be true where absolute statements using words as "always," "never," "all," or "none" tend to be false. For these reasons and because there are only two possible responses to any given question, true-false questions have a high probability of being guessed correctly.

Any material which can be tested for by a true-false question can better be tested by a multiple choice question which lacks the undesirable factors inherent in a true-false question. For these reasons, true-false questions should be minimized on examinations.

An example of the directions for true-false test and a true-false question are:

Circle the T if the statement is true and the F if the statement is false.

T F 31. The source for reliable data on traffic control signs is the Manual on Uniform Traffic Control Devices for Streets and Highways.

b. Multiple Choice Questions

A multiple choice question test is the most versatile type available and, in addition, is easy to administer and grade. It is adaptable to most types of subject matter content. It can be used to measure knowledge of terminology, specific facts, methods, procedures, and basic principles. Multiple choice tests can also be used to measure some forms of complex learning outcomes which go beyond factual knowledge. Such tests will only be effective if the applications or interpretations are new to the trainee. Higher mental processes such as an understanding of reasoning, critical thinking, creative thinking, and problem solving cannot be tested by multiple choice question tests.

Multiple choice questions have great flexibility and are limited in usefulness only by the ingenuity and resourcefulness of the creator. They are free from many of the shortcomings of the other test types, and ambiguity and vagueness are easy to avoid. However, there are two major drawbacks in the multiple choice question test:

(1) It cannot present all factors confronted in a real-life situation.

(2) It cannot be used to predict future actions due to its inability to sample the trainee's emotional and personal commitments. The trainee may not act in accordance with any of the responses to the question.

A good multiple choice test item should have a question or introductory statement (called a stem) and four or five alternatives. The best type of multiple choice question is the one in which all the alternatives are correct (called the best answer form) and the trainee is required to pick the best of the correct alternatives. Problems where only one alternative is correct are limited to testing simple knowledge such as who, what, when, or where. Why, how, and which type questions require the best answer form. Best answer forms also minimize the effects of ambiquities and can be used to test complicated and sophisticated concepts. They can be geared to any level of discernment that the author may wish. However, as the questions get more difficult, most people begin to consider them unfair since they have difficulty in understanding how an answer which is right can still be wrong. Many people consider the best answer form ambiguous when, in fact, it may not be ambiguous at all. In such cases, the difficulty usually lies in the fact that the problem is more sophisticated than the trainee's thinking and, therefore, is really beyond his comprehension.

Alternatives such as "none of the above" or "some of the above" should not be used. Such alternatives usually indicate that the author is unable to think of anything else. A little more thought on the problem will usually alleviate this difficulty and give rise to a far better question.

An example of the directions for multiple choice tests and examples of multiple choice questions are:

Circle the letter of the response that best answers the question or responds to the statement.

45. Applicants for international driving permits should be referred to:

    a. Agency headquarters

    b. U. S. Customs Office

    c. American Automobile Association (AAA) or its affiliates

    d. International Driver License Association (IDLA)

21. An examiner should administer a road test only in vehicles which:

    a. Have good braking systems

    b. Meet the requirements of the state vehicle equipment code and/or vehicle registration standards

    c. Have been checked out by the examiner prior to the road test

    d. Are in good condition

c. Communigraphic Questions

A communigraphic problem is actually a variation of the multiple choice form. It is a multiple choice question which makes substantial use of pictures or diagrams. The pictures can either be used in place of or supplementary to the stem or they can be used as the alternatives. Everything said with regard to multiple choice questions applies to communigraphic problems except that there is no longer the high dependence on the verbal competency of the trainee and, therefore, his reading ability is less important.

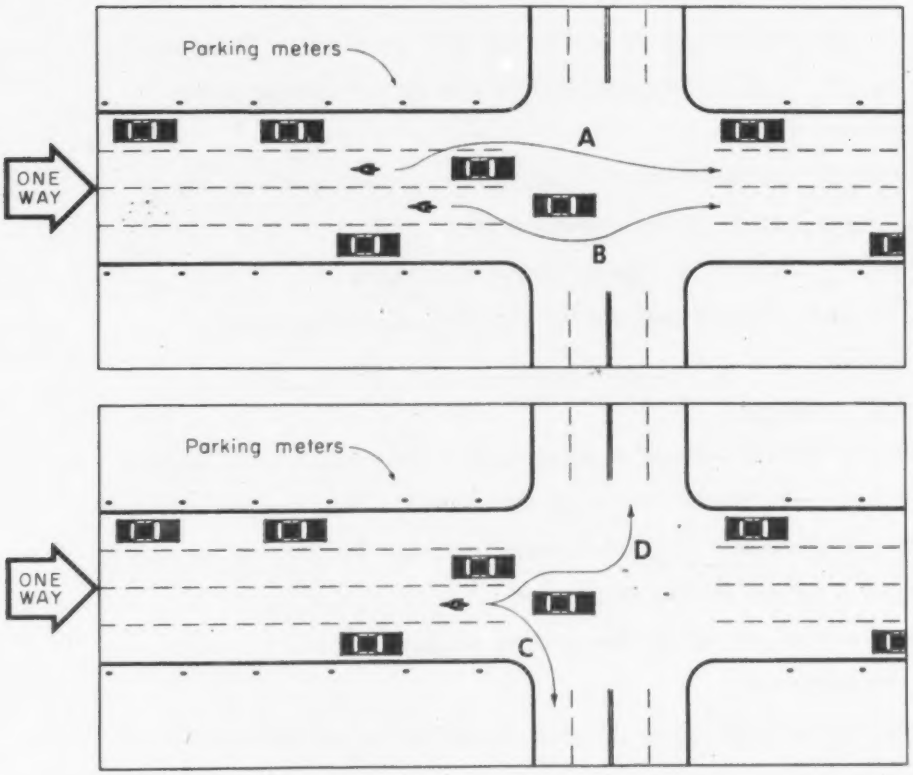
For trainee examinations, these problems also have the added advantage of more realistically portraying actual traffic situations which would be very difficult to describe verbally.

See page immediately following for an example of the directions for communigraphic questions and an example communigraphic question.

Indicate in the space provided the proper or improper response.

24. Check whether the motorcyclists' driving actions shown in the figures below are proper or improper.

Action A	☐ Proper	☐ Improper
Action B	☐ Proper	☐ Improper
Action C	☐ Proper	☐ Improper
Action D	☐ Proper	☐ Improper



d. Short Answer Response

Short answer items are questions for which trainees supply answers in a limited number of words. They are used to measure knowledge of terminology, specific facts, principles, or procedures. They are inappropriate for measuring understanding, application, or interpretation and cannot be used to test knowledge of varying degrees of correctness. They are best for measuring problem-solving ability in science and mathematics and are, therefore, generally not applicable to trainee examinations. They take longer to grade than multiple choice question tests because it is necessary to read handwriting. Even in single-word answer problems, there is usually more than one correct answer since the preferred answer usually has some synonyms. If there are any ambiguities, additional answers are possible thus further increasing the grading problems.

An example of the directions for short answer response questions and an example of a short answer response question are:

Fill in the space with the appropriate word or phrase.

17. The proper form to complete for reporting examiner and clerk absenteeism is the _____ form.

e. Matching Statements

Matching statements are used to determine a trainee's ability to identify relationships or make classifications or associations. They have the advantage of measuring large amounts of related factual material, but they depend heavily on memorization and the ability to organize.

An example of the directions for matching statements and an example of matching statements are:

Indicate by connecting lines the words in the left column that are best associated with the words in the right column.

Irritated applicant	Emergency procedures
Road test accident	Applicable forms
Expired license	Human relations

3. Other Written Tests

Essay questions are used when a response is required to define problems, formulate hypotheses, organize data, draw conclusions, present original ideas, or to integrate ideas in formulating a global attack on a particular problem. They give the trainee freedom of response, thus there is no uniformity of responses. Essay questions also require a high degree of writing judgments on the part of the evaluator, thus there can be no uniformity in evaluations.

For the purposes of this training program, it is suggested that this method be given little use except as a method to stir discussion about some preceding action by trainees.

An example of the directions for essay questions and an example of an essay question are:

Discuss each of the following questions, indicating your knowledge of the topic, the sources of authority suggested by the topic, and any procedure that may be used to complete a suggested task.

or

Describe what action should be taken in the following situation.

4. During an examination, an applicant states that he cannot read or that he is so limited in his ability to read that he cannot take the written test. What would you as a driver license examiner supervisor do?

G. Trainee Follow-Up

An immediate follow-up on the last day of class can sample trainees' opinions regarding the program, as well as their ideas about certain subject matter presented. A delayed follow-up can be administered two or three months after the trainees have assumed their roles as supervisors. At that time they will be able to make a more accurate assessment of their experiences in the training program.

Follow-up techniques can be of many kinds. The most useful is the kind that asks questions about the most important training program topics and gives the new supervisor a chance to rate the transferability of specific lesson topics to actual work demands. An example of immediate and delayed follow-up forms is found on the following pages.

IMMEDIATE FOLLOW-UP

OPINION RATING SCALE

This scale is designed to sample your opinion concerning various aspects of the program just completed.

INSTRUCTIONS: At the left of each item are the letters SA, A, U, D, and SD which stand for

SA = Strongly Agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly Disagree

Circle the letter(s) that best describe your feelings about each of the following items. Item No. 1 has been answered as an example.

(SA)	A	U	D	SD	1.	Materials were understandable.
SA	A	U	D	SD	2.	Information on how to fill out forms is most important.
SA	A	U	D	SD	3.	I could have learned just as much by studying during my free time while on the job.
SA	A	U	D	SD	4.	The material was simple to understand and repeated when necessary.
SA	A	U	D	SD	5.	Not enough extra-curricular activities were planned.
SA	A	U	D	SD	6.	The job of a driver examiner supervisor should be simpler because of this program.
SA	A	U	D	SD	7.	I had no idea an examiner supervisor had to know all this information about regulations and procedures.
SA	A	U	D	SD	8.	The laws and regulations were hard to understand.
SA	A	U	D	SD	9.	There were not enough presentations (films, charts, etc.)
SA	A	U	D	SD	10.	I could teach other driver license examiner supervisors after this experience.

NOTE: THESE STATEMENTS MAY BE CONTINUED BY ADDING YOUR OWN.

DELAYED FOLLOW-UP

PROGRAM FOLLOW-UP QUESTIONNAIRE

REQUEST

Question 1: Has the training program helped you to better judge an applicant's driving ability on the road test?

Yes No

Give Examples:

Question 2: As a result of the training program, have you understood

(a) the use of agency forms better

Yes No

(b) fiscal matters better

Yes No

(c) record requirements better

Yes No

Give Examples:

. . . . .

Question 7: Has this program helped to give you confidence in your ability to be a good examiner supervisor?

Yes No

Question 8: Using the attached preference table, (see following page) indicate the following:

Part 1: From the subject list (Column A), select the ten subjects you believe have been of the most value to you on the job. Order your selections from most valuable to least valuable and using numbers 1 through 10, indicate your ordering in Column B (1 = most valuable).

Part 2: From the subject list (Column A), select the ten subjects you believe have been of the least value to you on your job. Order your selections from least valuable to most valuable and using numbers 1 through 10, indicate your ordering in Column C (1 = least valuable).

Parts 3-4: Regardless of your answers in parts 1 and 2, indicate by a check (✓) in Column D the five subjects which you think should be emphasized more and in Column E the five subjects you think should be emphasized less.

PREFERENCE TABLE

A	B	C	D	E
Lesson Subjects	10 most Valuable	10 least Valuable	5 Subjects Needing More Emphasis	5 Subjects Needing Less Emphasis
Orientation to Driver License Examiner Supervision				
Driver License Agency Service				
Driver License Agency Standard Operating Procedures.				
Basic Staff Positions and Responsibilities				
Licensing				
Equipment, Facilities, and Supplies				
Personnel Regulations				
Other Driver License Examiner Supervisor Responsibilities				
The Professional Supervisor				
Communications				
Human Relations				
Decision Making				
Motivation				
Training Program Planning				
Development and Revision of Driver License Examinations				

APPENDIX D

CASE STUDY*

"The Case of the Translator"

Dear Sir:

In reply to our telephone conversation, I am writing to complain about one of your examiners, Bob Bidwell.

In my opinion, Mr. Bidwell is tempermentally unsuited for the position he holds. He is abusive and uncooperative in general and antagonistic in particular toward persons of foreign descent. I am sure you will agree that these are not qualities desirable in a public servant.

To cite a specific example, on August 21st, I accompanied my brother for his driving examination. He does not speak English fluently and I wished to interpret instructions for his convenience so that they would be fully understood. Mr. Bidwell was extremely antagonistic and abusive, telling me that he had nothing to say to me and that I was not needed. He would not allow me to interpret instructions to my brother in any form. Consequently, my brother failed.

I am not complaining about the fact that my brother failed, but about the manner in which the examination was conducted.

Four other persons have complained to me about the attitude of Mr. Bidwell. These persons have had the same problem with him. Yet they have returned to see other examiners and found them very cooperative and helpful.

I will be happy to meet with you, or with anyone you suggest, as I feel very strongly that something must be done about this situation.

Signed: Mr. Charles B. Mitty

. . . . . .

Today I interviewed Mr. Charles B. Mitty who resides at 230 Condor Avenue, Everyville. Mr. Mitty had previously phoned Manager Bill Mann and discussed his complaint at length with Mr. Mann. Mr. Mitty subsequently wrote his letter of complaint (above) to Mr. Winter who is Mr. Mann's supervisor.

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* *All names of persons and places are changed for anonymity.*

Mr. Mitty charged that DLE Bidwell was "extremely antagonistic and abusive" to him when he accompanied his brother, Mr. Kenneth Mitty, to the office to secure a drivers license. Charles Mitty also charged that his brother failed the examination because Mr. Bidwell would not let him interpret instructions. Charles Mitty stated that his brother does not speak English fluently and therefore, he accompanied his brother Kenneth to the driver examination station. After waiting three hours, DLE Bidwell came over and asked Kenneth to go for a drive test. Charles Mitty stated that he could see that his brother didn't understand the directions Bidwell was giving to him so went over to Bidwell and said, "Sir, my brother doesn't speak English well. May I help you?"

According to Charles Mitty, Mr. Bidwell stated roughly, "We're not giving a language test, we're giving a driving test" and waved him away.

It might be pointed out at this time that according to the application #9583BX, the applicant, Kenneth Mitty, passed the English written test on the first attempt in August and was issued an Instruction Permit. Charles Mitty made a point of telling Mr. Bidwell that his brother got 100% on the written test. DLE John Brown gave Kenneth Mitty the vision test and corrected his written test. He remembers no difficulty in communicating with him. Mr. Bidwell then gave the driving test to Kenneth Mitty and experienced no language difficulties.

In the course of the road test, Mr. Bidwell instructed Kenneth Mitty to perform several vehicle maneuvers. While giving a hill test he said, "I'd like you to pull over to the side, slow down, and stop." Mr. Bidwell said that after the car was stopped he said, "Now we are on an upgrade. I would like you to park the car like you were going to get out of it and leave it parked all day." Bidwell also instructed Mitty to perform the straight-line backing test. He said, "I'd like you to pull over to the side, slow down, and stop." After Mitty stopped the car Bidwell said, "Now we will check the control of your vehicle in reverse and I will tell you when to stop." Bidwell reports that Kenneth Mitty performed the maneuvers for him without any questions and had no problems understanding what he was asked to do.

Mr. Mitty was making a normal number of small errors in driving but when they arrived at a busy intersection he completed a left turn from the wrong side of the street and was failed.

Upon returning to the office, Mr. Bidwell discussed the driving test errors with the applicant while the complainant, Charles Mitty was standing beside the driver's window at the time. There appeared to be no problem to Mr. Bidwell, at that time in understanding.

In our interview, Charles Mitty stated that Mr. Bidwell was prejudiced against foreign-speaking persons and that this was the reason his brother was failed. He further stated that his wife had also failed two driving tests given by Mr. Bidwell and had finally passed when DLE Bills (deceased) gave her the test. He stated further that he knew four other persons of foreign extraction who had had similar problems with Mr. Bidwell.

I asked for the names and addresses of the four persons so that I could interview them to determine the facts of their contacts. He refused to give them to me and stated that he intended to file suit against Mr. Bidwell and see that he was removed from his job.

I again asked for the names of the others concerned indicating that I was interested in what had occured and whether or not he had filed suit. He again refused and indicated that he'd only talk to his attorney. I asked him to contact me if he changed his mind.

I then left and went to the office and discussed the complaint with Manager Winter, Assistant Manager Smith and DLE Bidwell.

Mr. Winter and Mr. Smith both felt that Bidwell sometimes had a tendency to get a little abrupt with applicants.

Mr. Bidwell agreed that he had stated, "This is not a language test, it is a driving test," but denied that he had treated persons of foreign descent in an antagonistic manner.

I pointed out to Mr. Bidwell that his choice of words could have been more diplomatic and suggested that he watch what he said more carefully in the future. He agreed to do so.

In discussing the case with Mr. Winter, it came to his mind that when Mrs. Mitty had failed her tests before, Charles Mitty had been extremely vocal and abusive in his comments at that time, too.

In summarization:

1. Mr. Bidwell has been admonished to be more careful in the future in his contacts with foreign-speaking applicants and in his selection of words.
2. There appears to be no evidence that there was real difficulty in communication between DLE Bidwell and Applicant Mitty.

3. We are unable to investigate further complaints ostensively made to Mr. C. Mitty due to his lack of cooperation.

I recommend no further action on this complaint at this time, but that the incident be recorded in Mr. Bidwell's personnel record.

CASE STUDY*

"The Case of the Wrong Writing"

I have investigated the complaint of Mrs. Williams in her letter dated February 18. Although her mailing address is Buckley, I located her residence at Tuma, ten miles north.

Mrs. Williams stated that she went to the Blackwell office with her daughter the first part of February, which was one of the last days of the registration renewal period, for the purpose of renewing the daughter's drivers license. She had phoned ahead of time and had been advised that if she would be there at 8:00 a.m. she would be taken care of without delay. They arrived before the designated time, but the application could not be completed without the father's signature. They left to obtain this signature but did not return to the office until 3:00 p.m., at which time the office was busy with registration renewal customers. After they had waited about 30 minutes, Mr. Tracy told them he did not know when he would be able to leave the counter to give a driving test. He suggested that they may want to go to Yuba City where there was a larger staff, with personnel assigned to drivers license work exclusively, so that they would not have to wait. He also told them that he would take care of them as soon as he could, if they wished to wait. They elected to go the Hawkeye City, so he gave them the face of the application. On this he made the notation "Walk Out," which he said was the method used to denote a hand transfer. They didn't go the Hawkeye City office for the driving test, and at the time of the interview still had the application in their possession.

About two weeks later she came back to the office with her son, so that he could apply for an instruction permit, and was waited on by the clerk in the office. Mr. Tracy then took over the counter duties when the clerk went on her break. Mrs. Williams' son failed the written test, and printed his name on the application when he was asked to sign. Mrs. Williams quoted Mr. Tracy as saying "If I wanted it printed, I would have typed it. What's the matter, can't you write? With that, she and her son walked out.

Mrs. Williams was surprised at having received an answer to her letter, and was even more surprised at my visit, as she thought her letter would be filed in File 13. She mentioned that several other persons had been given a bad time in the Blackwell office, and gave me the names

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* *All names of persons and places are changed for anonymity.*

of four. I was unable to contact three of these, but did contact Mrs. Marie Weld, who operates a yarn shop in Tuma.

Mrs. Weld's main complaint was that she could not pass the driving test, and mentioned some of the problems encountered during the test. She felt that some of the testing procedures were entirely unnecessary. When I asked her if she had been confronted with any discourtesy or rudeness, she stated unequivocally that she had not. Mrs. Weld is 76 years of age and has impaired distance vision. She had previously been given an area driving test by a Driver Improvement Analyst, and was restricted to driving with a 1-1/2 mile radius of her residence during day-light hours only. It appears that her failure of the driving test was due to her own deficiencies, and not to any action on the part of Mr. Tracy.

When I mentioned the letter of complaint to Mr. Tracy, he remembered the incident very clearly even to the name of the complainant. He stated that when Mrs. Williams walked out he was unable to comprehend the reason. The clerk in the office, also asked what was the trouble as she had witnessed nothing to incite such an action. At the time he was unable to connect it with the previous encounter, although he was sure that he had seen the woman before.

Mr. Tracy denied making the remark about the signature in the words or tone which Mrs. Williams attributed to him, but said he did explain to the son that the signature must be written and not printed. He stated that this is a frequent problem, and he therefore, has the applicant sign the face of the application.

I do not feel that Mr. Tracy was remiss in his duties, but was trying to do his job to the best of his ability under the circumstances. Mrs. Williams was evidently miffed at having to wait for service on her first visit during the renewal period, and was ready to take any situation as an excuse to assert her dissatisfaction.

I have requested Mr. Tracy to discontinue immediately the notation of "Walk Out," as this could have too many implications. Instead of this I have asked that he follow the approved procedure in the Drivers License Examiners Manual.

Mr. Tracy is a cordial individual who seems to be well liked by most of the applicants who enter the Blackwell office. I feel that he is a competent employee who is doing a good job in his present assignment, and recommend no further action on this complaint.

CASE STUDY*

"The Case of the Long Distance Driver Exam"

Director: Department of Motor Vehicles

Sir:

On January 9, I took my son out of school and drove 72 miles to Capitol City to get his drivers license renewed, which expired this month.

He missed a day of school trying to comply with the law to renew the license before his birthday this year. He made out the application for his renewal, passed the written examination, and then was handed a learner's permit and was told by M. Bowler, an employee, he would have to come back at 2 p.m. for a driving test. This took place at 11 a.m.

I sincerely wish I had a high-paid state job where I had a three hour lunch period. There were three employees in the office and my son and I were the only ones trying to get waited on. I tried to ask Mr. Bowler why a person with a valid operator's license had to take a learner's permit, and had to have a licensed driver over 18 years old with him, but he very rudely shoved a piece of paper at me to read it.

I serve the public in my business and if I treated them the way your employee does, I would go broke in a week. Can't something be done about this?

Signed: Mr. Walker

On January 26, 1967, I contacted Mr. Walker in person, and his statement is generally as follows:

Mr. Walker stated his son had driven to Capitol City to renew his license on Friday, had taken all tests as required, and was given a form to be presented to a vision specialist, and the drivers license application form to be signed by both parents. Three weeks later Mr. Walker and his son, Michael J. Walker, drove into Capitol City visited a vision specialist, completed his vision examination, and returned to the Department of Motor Vehicles Office, Capitol City, to complete the application.

Mr. Walker and his son arrived at a few minutes before 11 a.m., expecting to complete Michael Walker's drivers license application. After accepting the documents from Mr. Walker,

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* *All names of persons and places are changed for anonymity.*

Mr. Bowler promptly tore off the instruction permit portion of the application, and advised Michael Walker that he could drive on this as long as he was accompanied by a license operator over 18 years old. Mr. Walker recognized this as an instruction permit, and attempted to inform Mr. Bowler that his son was an experienced driver and there was no need for an instruction permit. He, Mr. Walker, stated that Mr. Bowler wouldn't listen to him, but rudely handed or shoved the permit toward Mr. Walker stating, "Read the back of this." He, Mr. Bowler, then stated the lunch hours were then starting, and to come back at 2 p.m. if he wished a driving test. Mr. Walker could not wait for (3) hours, as he had his business to attend to, and some distance to travel in order to return home.

After listening to Mr. Walker's story, I explained that the office staffing in Capitol City was very much the same during the January rush as it normally would be throughout the year. As a result of this and because of the press of business, it was often impossible to give immediate drivers license service during lunch hours as many people find it convenient at this time of day to renew their registration. I added, however, that any delay in drivers license service should not be any longer than a few minutes at any time. I then explained the policy of the Department of not refusing service, or to avoid any unreasonable delay or postponement in giving drivers license service. I further explained that this service is especially stressed in cases such as his (Mr. Walker's). I then apologized for any inconvenience or apparent discourtesy Mr. Walker may have suffered. I assured him this would not happen again, and in the event he should have any problems in the future to contact the writer, or ask for the Office Manager.

Mr. Walker then stated he would not have been so distressed if he had been able to state his case. He was sure there would have been a better understanding of mutual problems, if only Mr. Bowler would have taken time to listen.

I then prepared a temporary license (DL-22) for Michael Walker; I had looked over the application prior to meeting with Mr. Walker and found it in order for issuance. I arranged an appointment for Michael Walker to take his driving test in his home town two weeks later. At this point Mr. Walker thanked me and stated he was surprised and impressed that any action at all would be taken on his letter. As a matter of fact, he felt the letter would be completely ignored. I assured him that no letter is ignored.

Prior to and after my contact with Mr. Walker, I discussed the complaint with Mr. Bowler and Mr. Jackson, his supervisor.

Mr. Bowler's statement is as follows:

Mr. Bowler states he recalls Mr. Walker and son coming into the office on the week in question at approximately 11 a.m. to complete the application for a drivers license. He stated he did give Michael an instruction permit, as he overlooked the fact that this was a renewal. He stated he noted the age only, and assumed this was for an instruction permit.

He further states he did mention the lunch hours were starting at 11 a.m., and he would be unable to leave the office for a driving test, as Mr. Jackson had gone to lunch. He states he was not rude, nor did he shove the instruction permit at Mr. Walker telling him (Mr. Walker) to read it and promptly ignoring him. To his knowledge, Mr. Bowler made no statement.

The writer then asked Mr. Bowler if he had in fact told Mr. Walker to return at 2 p.m., three hours later, for a driving test, and whether he was aware of the distance Mr. Walker had been required to travel to complete the application? Mr. Bowler stated he was aware of this; however, he was under the false impression that driving tests were to be stopped during the lunch hours. Also, he was apprehensive about leaving clerk Darlene L. Brown, seven months pregnant, alone in the office because of her condition. He further stated he was distressed at the unfortunate incident and it certainly would not happen again.

Mr. Jackson's (Mr. Bowler's supervisor) statement is as follows:

Mr. Jackson stated he was not aware of the incident involving Mr. Walker, but he certainly was aware of the Department's policy on drivers license service which is spelled out in the Supervisor's Manual. He stated it was often impossible to give immediate drivers license service, especially driving tests, during lunch hours in January and February because of the press of business. He was concerned with Darlene Brown's condition and the thought of leaving large amounts of money in her custody during driving tests. He stated this would not occur again in the future, and necessary arrangements would be made in the future to accommodate applicants for a drivers license, especially in cases such as Mr. Walker's.

There appears to be a great deal of truth in Mr. Walker's statement, in that if he had been able to discuss the application, Mr. Bowler would have known the application was for renewal and he would, without a doubt, have issued a temporary license and arranged for Michael Walker to take his driving test in his home town. This would have been satisfactory to Mr. Walker. This was pointed out to Mr. Bowler.

On the other hand, there is the possibility that Mr. Bowler did not hear Mr. Walker. I have frequently noted that in speaking to Mr. Bowler he has difficulty in hearing. It often appears he is ignoring me, which is not his nature. It is frequently necessary to repeat or to get his direct attention before he is aware of anyone speaking to him. In addition to hearing, Mr. Bowler appears to be quite nervous, and appears to feel inadequate since major surgery last August. I believe the combination of the above may possibly have been a contributing factor in the incident involving Mr. Walker.

In view of Mr. Bowler's many years of service, and since it is my understanding he has no history of complaints in his field, it is my recommendation that no further action be taken at this time. I am sure it will not happen again.

Mr. Walker appears to be completely satisfied and impressed. I believe we have made a new friend.

CASE SITUATIONS

The following employee related situations are those which might present themselves to a supervisor in the day-to-day operations of a local driver licensing unit.

1. On Monday mornings, the clerk or examiner is consistently 15 to 30 minutes late.
2. The clerk comes to work half asleep with her hair messed up and very grouchy.
3. Employee comes to work at 8:00 a.m. and goes for coffee break at 8:05 a.m.
4. Clerk comes to work in a mini-mini-skirt.
5. Clerk is wearing too much make-up.
6. Clerk is wearing too much jewelry.
7. Clerk took off her shoes, went barefooted, and had her feet on the desk.
8. Clerk is chewing gum and making excessive noise.
9. Employee is eating at desk in front of general public.
10. Employee is smoking and blowing smoke in applicant's face.
11. Employee is listening to radio.
12. Clerk combing hair and putting on lipstick at her desk.
13. Clerk reading books at her desk and not paying attention to the job.
14. Employee receiving an excessive number of telephone calls or making too many calls.
15. Unnecessary chatter with applicants and other employees.
16. Employees leaving early at night and taking too much time for lunch.
17. Employees giving discourteous treatment to applicants.
18. One examiner or clerk disputing another examiner's or clerk's decision in front of applicants.
19. Employees allowing their children or spouse to come into the station and loaf around.
20. Employees conducting political activities while in the station.
21. Employees conducting a business or selling raffle tickets to applicants in station.
22. Employees participating in flirting with applicants or other employees.
23. Untidy desk tops and drawers.
24. Employees spreading rumors about other employees.
25. Employees who use profanity in front of applicants.
26. Employees refusing to do their share of the work.
27. Employees accepting a tip, bribe, or gratuity.

28. Clerk wearing an excessive amount of strong perfume.

29. Employee talking about an applicant who had just failed the examination in front of other applicants, or discussing an applicant's physical or mental condition in front of others.

30. Employees who steal money from cash registers or pop machines.

31. An employee is sent to the bank to deposit the money. However he keeps the money and turns in a phony deposit slip.

32. Clerk giving wrong change to applicants.

33. Employees singing or humming in the station.

34. An employee was denied a raise by his superior and goes around the station complaining to everyone. However, this individual was undeserving of a raise.

35. Examiner fails to explain the mistakes to the applicant after the road test.

36. Examiner gives a poor road test.

37. Examiner gives a poor eye test.

38. Examiner grades the written examination wrong.

39. Employee either drinks on the job or has liquor on his breath.

40. Employee selling drivers licenses without an examination and receiving a gratuity for doing so.

41. Employee passing an applicant who cannot read.

42. Employee arguing with an applicant about politics, religion, sports, race, or about the drivers license examination itself.

43. Turning applicants away too early at night.

44. Employees giving out wrong information.

45. Examiner who is unshaven or wearing his hair in an unkempt manner.

46. Employee who is wearing a dirty uniform or shoes that are not shined.

47. Employee not wearing a complete uniform.

48. Examiner making up his own rules and regulations, such as not allowing the clerk to give out answers over the telephone. He wants to answer all of the questions himself.

49. Examiner chewing tobacco during working hours.

50. Employee with bad breath.

51. Employee discussing drivers license examining in a tavern.

52. Examiner in uniform acting as a policeman even though he has no authority.

53. Employees who disobey traffic laws as though they are immune to them because of their position.

The following applicant related situations are those which might present themselves to a supervisor in day-to-day operations of a local driver licensing unit.

1. Applicant has unruly children who are making an excessive amount of noise. The supervisor must talk to the applicant and ask that the children are kept quiet or else the applicant must leave.

2. Applicant was caught cheating while taking the written examination. Supervisor must discreetly explain to the individual that he cannot copy out of the booklet.

3. Applicant becomes unruly because there is not enough time to complete the examination and insists that the examiner stay overtime at night and give him an examination.

4. Applicant comes into the station for an examination with liquor on his breath.

5. Applicant argues about a question on the written examination insisting that he is right and we are wrong.

6. Applicant becomes ill, has a heart attack, or faints in the station or in his car during the road test.

7. Applicant has an accident in the parking lot or during a road test.

8. Applicant accuses an employee of discrimination.

9. Applicant becomes unruly and attempts to strike an examiner.

10. Applicant walks in a restricted area in the examining station--behind the counter or in the employees' lounge or private office.

11. Applicant trips over corner of rug in examining station or applicant's chair collapses and he is injured in the examining station through no fault of his own.

3

APPENDIX E

TEACHING TECHNIQUES

There are a wide range of teaching techniques available. What particular teaching technique is used at any given time depends on the following facts:

1. The subject matter content and its difficulty
2. The degree of specific knowledge and skill that the trainee is expected to acquire
3. The amount of equipment or materials available to make live demonstrations

Because of the nature of this training curriculum, emphasis has been placed on teaching techniques which fulfill the following requirements.

1. Incorporates as much instructor-trainee interaction as possible
2. Shows live use of techniques and procedures.
3. Provides blocks of time for trainee practice under supervision of experienced supervisory personnel

Teaching techniques which have applicability to driver license supervisor training are listed below with a brief explanation of their attributes.

1. Audio-Visual Aids:

   This technique is used to supplement learning through the senses of seeing, hearing, and/or feeling and often used simultaneously with verbal presentation. It uses such things as bulletin boards, charts, collections, exhibits, film strips, flannel board, maps, mock-ups, models, motion pictures, recordings, slides, television, and others.

   Examples:

   a. Make a bulletin board display of the kinds of forms used in the re-examination of applicants.
   b. Prepare a flannel or magnetic traffic board depicting traffic situations encountered on a road test.

2. Brainstorming:

   This technique is used to search for possible solutions to a problem. No negative statement may be made, only positive answers, and the recorder writes down all that is said. No instructor guidance is deemed necessary. It is an intriguing method that stimulates thinking and individual expression.

Examples:

a. Identify all the possible kinds of information an applicant may seek and the source of that information.

b. Identify methods of motivating personnel.

3. Buzz Sessions:

This technique involves the discussion of a specific driving problem or management issue. Divide the class into small groups. The leader of each group presents the dominant viewpoints to the class as a whole. This technique works well for giving individuality to presentation of material.

Examples:

a. Describe the effects of alcohol and drugs on driving.

b. Discuss color vision as related to driving.

4. Demonstrations:

This is a technique by which the instructor illustrates a principle, portrays a technique, or demonstrates a mechanical operation in front of the class. This technique is usually used to supplement a presentation.

Examples:

a. Demonstrate the procedure of reprimanding an employee.

b. Demonstrate the operation of a vision testing machine.

5. Lecture-Discussion:

This technique involves the use of a formal presentation of subject matter and employs some instructor-trainee discussion. This technique allows clarification of certain portions of a presentation and stimulates thinking and expression.

Examples:

a. What are the findings of research as to the effectiveness of seat belts?

b. How can driver license examiners generate better public attitude toward traffic safety?

6. Drills:

This technique involves the repetitive practice of skills and recall of knowledge and is intended to bring about automatic performance or response. This technique

need not be made mechanical or uninteresting.

Examples:

a. Practice checking completed application forms.

b. Practice writing various kinds of information letters.

7. Outside Speakers:

This technique involves the utilization of well-informed specialists to discuss with the trainees some pressing driver examining issue or subject within the specialists' expertise. This technique is an excellent method of obtaining information and insuring understanding from a practical viewpoint.

Examples:

a. Invite a police officer to speak on accident problems.

b. Invite an attorney to speak on the legal responsibilities of a driver examiner.

8. Reading Assignments:

This technique involves assignment of supplemental driver examining reading materials to further the trainee's knowledge of a particular topic or unit of work. It promotes and stimulates thinking by exposure to other views and opinions.

Examples:

a. Read research reviews in safety magazines.

b. Read various pamphlets to supplement the Examiner Supervisor's Manual on a variety of driver examining problems e.g., vision screening, testing driver reaction time, the effects of human relations on an individual's attitude and performance.

9. Role Playing:

This technique involves spontaneous and unrehearsed acting-out of a driver examining situation by selected trainees and presented before the group to stimulate interest, thinking, and interpretation or to provide a common basis for discussion. It is excellent functional approach to reflect knowledge, attitude, or behavior concerning a problem.

Examples:

a. A supervisor handles an unruly applicant.

b. An applicant approaches the supervisor with a complaint.

10. Skits:

This technique involves a rehearsed and planned dramatization of a driver examining problem or situation by trainees and presented before the group to stimulate interest, discussion, or interpretation. It provides information in a unique manner and is particularly effective in influencing trainee attitudes concerning situations or problems.

Examples:

a. An examiner has just demonstrated his inability to perform a road test evaluation and the supervisor must relieve him of his duties.

b. An applicant has been given the vision screening and the results indicate a need for professional help, but the examiner fails to inform the applicant.

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